Questions in Coaching Conversations

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Questions and Actions of Questioning in Danish Coach-Client Interactions

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Abstract

This dissertation is a conversation analytical study of coaching interactions between Danish trainee coaches and clients. The study focuses on how coach and client accomplish coaching: specifically on the questioning actions of the coach; how the roles of the coach as the questioner and the client as the answerer substantiate a non-directive coaching principle; and how the practices used enhance the client’s epistemic authority.

Chapter 2 shows three question types: information elicitation questions, future-orientation questions and hypothetical questions. The different question types display different assumptions about the client’s state of knowledge. The analyses show how the future-orientation questions and the hypothetical questions underline the role of the coach as helping the client unpack untapped potential. The questions evoke reflexivity, and they attribute epistemic authority to the client. Chapter 2, furthermore, identifies complex question constructions that evaluate, advise and direct the client. As such, if coaching is aiming to be non-directive, the question-answer turn-taking structure can work against a coach wanting to advise.

Chapters 3 and 4 show how direction and guidance can be done through questioning constructions. The quote-question constructions (chapter 3) and the formulations (chapter 4) show practices by which the coach leads the interaction in a specific direction. These practices exercise topic control and thereby present the most constructive point of departure in relation to the client’s learning process.

The knowledge imbalance between the participants displayed when asking questions and the knowledge-ownership imbalance displayed when formulating are seen as essential in upholding the role of the coach and the client as facilitator and learner, respectively. Therefore, working to maintain these imbalances can be seen as a salient aspect of conducting coaching.
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Author’s Declaration

This dissertation has been submitted to the University of York, UK, to fulfill the requirements for the Master (by research) degree in Sociology. The work presented is the author’s original work and has been performed under the supervision of Professor Paul Drew. The data has been collected by the author and has not been used for other research or presented elsewhere.
1 Introduction

This dissertation reports a study of interaction between trainee coaches and clients. All coaching sessions were recorded in Denmark in 2007 during the second module of a certifying coaching education programme. The coaching sessions were conducted by different trainee coaches, all Danish. Although the coaches are trainees participating in a training programme, the coaching sessions themselves were not training simulations. They were ‘real’; that is conducted for the benefit of clients (who are fellow trainees), in the ways such sessions are normally conducted as part of the coaching service offered to clients – in much the same way as psychotherapeutic training is conducted.

Briefly put, coaching is an interaction between a coach and a client, in which the coach helps the client to set and reach new goals. This is done by the coach asking questions in a way that enables the client to figure out what she\textsuperscript{1} will do to reach this goal.

The interactions deal with various issues typically of a work-related nature but they can also be dealing with personal issues. Work-related issues can for instance be related to various challenges in establishing private consultancies; or issues related to the client’s present work-situation, or issues related to career development and direction. Personal issues can be anything from weight-loss to improving a golf handicap. This does not mean that any coaching session is dealing strictly with either one or the other. Personal matters can also be part of interactions where the primary focus is work-related issues. In the interactions, the coach and client discuss whatever the client wants to be coached in relation to.

The primary aim of the study is to gain insight into coaching as an interactional practice and achievement. The study focuses on how coach and client accomplish coaching in the turn-by-turn development of the coaching conversations. The focus is specifically on the questioning actions of the coach. What do questions look like in this specific context, which activities do they constitute and how can they be seen as a vehicle for doing coaching? Even though the empirical and analytic chapters in the study touch only on a limited range of

\textsuperscript{1} Coaches are consistently referred to in the male gender and clients in the female gender for the sake of clarity. In the study, coaches and clients were both male and female, although, coincidently, there is an overweight of male coaches and female clients.
aspects of coaching, this study will hopefully be able to give coaches some insight into their own and others’ practice, and as such help reflections on and the development of coaching. This study will give a presentation of what coaching is from the perspective of the turn-by-turn unfolding of coaching sessions.

1.1 What is Coaching

Coaching refers to a conversation between a coach and a client, where the coach acts as a catalyst for the client’s learning process, in relation to some issue or goal set by the client. Through questioning, the coach aims to facilitate a learning process that helps the client to formulate clear goals — either work related or personal — to recognise obstacles that may prevent the client from reaching the goals, and to identify steps towards reaching the goals.

The goal orientation is central to coaching as it creates a positive foundation from which the coaching process sets off. Goals are in this context to be understood as any issue the client wants coaching on, and formulating such issues as goals is essential in that coaching takes its starting point in a positive description of the client wanting to achieve something. The coaching perspective views clients as competent and capable to create the changes sought. Even though, goals may very well be related to some described dissatisfaction or difficulty in the client’s life, changing such issues from difficulties to goals focuses the coaching interaction on what the client wants instead of what the client does not want; on positives instead of negatives; on possibilities instead of obstacles; and on present and future scenarios instead of past disappointments.

Obstacles are typically related to the client’s own limiting convictions. This is not to say that coaching is not focussed on the client’s external circumstances, but this is done by focussing on how the client deals with them. The focus of coaching is always on aspects the client can act in relation to, not circumstances that are outside the client’s sphere of influence. Again this focuses the interaction on the opportunities the client has instead of impossibilities.

In a coaching context, identifying steps to reach the goal means that the client has to figure out how she is going to do, what it is she has decided to do. That coaching deals with the execution of reaching the goal shows that coaching is a proactive approach to change. Coaching is not just dealing with personal issues for the sake of those issues, but to enhance performance. Coaching is dealing with where the client wants to go and how the client wants to get there, and not with why the client got to be where she is at present. Wanting to make a change in
relation to a certain aspect of life is therefore an essential premise of a coaching consultation.

Seen in relation to other types of consulting interactions, coaching is not about being advised by the coach; the client is to be her own problem-solver. It is the job of the coach to help the client to reach some sort of realisation of how the client can deal with the issues at hand, not based on the coach’s expert knowledge on a specific issue, but based on the client’s own solutions.

This is also the essence of the difference between coaching and mentoring; two types of consulting that are often mentioned together (Maclennan 1995, Megginson & Clutterbuck 2005, Connor & Pokora 2007 Garvey et al. 2008, Parsloe & Leedham 2009). Both have as their goals to enhance performance but mentoring is a relationship between the experienced and knowledgeable mentor, and the less experienced and less knowledgeable client. The relationship in mentoring is based on this difference, and the client wishes to benefit from the guidance of the more qualified mentor. In the coaching relationship, the balance is shifted. The client is considered to have what it takes to deal with the issues at hand, and the coach is not an expert, in the sense that he is not to act as an expert in relation to them.

Likewise, coaching differs from psychotherapy. The coach is not an expert on human nature or psyche, nor on mental conditions, and even more essential the coaching relation is not focusing on or treating any ailments — as mentioned earlier coaching is not focusing on problems or why they occurred. The focus is on the solutions not the difficulties. This makes coaching unsuitable for people who in any way are ill or have mental health conditions. Coaches are, it seems, very aware of their inability to deal with such issues, and would not claim that the kind of counselling they offer is an alternative to traditional therapeutic treatments. However, the coaching approach can and has been combined with more classic therapy. Smith (2006) reports that the therapist can use coaching as a tool, and thereby, accommodate clients who do not wish to dig into their past or focus on psycho-emotional experiences. Because coaching is a positive approach focusing on the client moving forward, a therapist using the coaching approach is expanding the services offered, and also adapting the method used to the wishes and development of the client (Smith 2006:7).

1.2 Short Sketch of the History of Coaching

The word ‘coach’ comes from the Hungarian ‘kocsi’, which means ‘from Kocs’. Kocs is the name of a town in Hungary, which was known for its fabrication of a specific
rather exclusive horse-drawn carriage. According to the Oxford English Dictionary (OED 1989a) ‘kocsi’ and its derivations evolved to denote other types of carriages and also the person steering them. In the mid-1800s, the term coach was used in England as a term for a person who was helping students prepare for exams, and later again the term coach was used about sport trainers.

The term coaching has its roots in the world of sports. O’Connor & Lages (2007) say in their sketch of the coaching history how the term coach used in the sports world was used for a trainer who was not only an expert in techniques of a specific sporting discipline, but who was also focusing on motivation and mental training. Gallwey’s book “The Inner Game of Tennis” was a foundation in the shifting perspective from the techniques of sports to the ‘inner opponent’, enabling better performance in the athlete, if internal obstacles were worked on as well.

From here, coaching spread as a method for enhancing better performance not only for athletes but for anyone relating to any part of life. Through the 1980s, it took its shape as the new way of releasing the human potential, and in the 1990s, the coaching approach was used in the development of the performance of large corporations. The awareness of coaching as a new management and leadership approach grew as the corporations in the western world became increasingly aware that their ability to compete depends on the talent of their best employees, and not the inability to compete on production prices. Whitmore (2008) states that as the coaching approach was transferred to the corporate world the name coaching remained the term used, even though many people back then — and still today — associate coaching with sports instructions.

As the coaching field grew and gradually established itself through the 1990s, different coaching associations were formed. With the need to establish a profession came also the need to offer certifying training. In 1992, the European Mentoring and Coaching Counsel (EMCC) was founded, an association aiming to support, communicate and inspire developments in the mentor and coaching profession². The EMCC provides coaching educations and provides individual coaches with a quality award, as a way of securing a pan-European standard for coaching and mentoring. In 1995, the International Coaching Federation (ICF) was founded as an association for coaches around the world. The ICF offers certifying coaching education, and has around 14,000 members. In 1998, The Oxford School of Coaching and Mentoring established a qualification programme educating

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² See: http://www.emccouncil.org/
coaches, and in 2001 the International Coaching Community (ICC) was established also offering coaching accrediting education in association with coaches around the world.

Developed from predominantly the US and to the UK, Europe and the rest of the world, coaching today seems to be a very international profession where individual coaches or coaching education programmes are associated with one or more of the international or European associations. However, as the coaching profession is finding its feet anyone can still establish himself as a coach. Just as coaching evolved from sports coaching to business coaching by the same people using the same techniques in different settings, consultancies offering coaching are using the coaching approach as just one of the tools in their toolbox, and coaching as a profession has become informed by a varieties of practices and theoretical backgrounds of the coaches.

In a Danish context one of the first coaches who introduced coaching to professional athletes is inspired both by brain research and traditional Native American spirituality (Hundevalt 2001). It seems widely acknowledged that coaching is an approach that can be included and used in connection with a variety of tasks, making the discipline of coaching inspired by practices that build on a diverse bouquet of theoretical backgrounds. This multi faceted ground of coaching makes it not only challenging to establish coaching as a well-defined profession, it also challenges the continuing development.

Describing the theoretical foundations of the coaching approach is challenging for the same reasons: coaching seems to be continually informed by many theories (Bachkirova & Kauffman 2008). O’Connor & Lages (2007) report, in their overview of the coaching history, influences from humanistic psychology, eastern philosophy, constructivism and linguistics in the form of the psycho-therapy-inspired neuro-linguistic programming. Stein (2007:15) reports on influential disciplines such as developmental psychology, social-systems theory, psychotherapy, communication studies and management studies, and also what she calls a “less academic fields of the self-help movement, holistic movement, and motivational athletic coaching”. Stein furthermore points out that many types of coaching have emerged building on the same foundational ideas, but using different approaches and focusing on different aspects of life. Coaching has moved from the world of sports to the corporate world and into the personal life.

Humanistic psychology and its founding fathers are reported as the grandfathers of coaching by O’Conner & Lages (2007:36) because of their view of
human nature. Humanistic Psychology emphasizes that human beings are capable individuals striving for personal development and growth. Leading researchers such as Rogers (see for instance Rogers 1951, Rogers 1961) founded a positive psychology with the client at the centre of the therapy, and Maslow (see for instance Maslow 1968) instigated a shift in psychology research by his interest in the healthy human being, focusing in on the human drive for personal growth and ultimately self-actualization.

Constructivism links to coaching in its view of human experience and learning as something the individual ultimately creates. Just as humanistic psychology presented a shift from behaviorist thinking, which places its understanding of human nature in a system of stimuli and response, constructivism emphasizes the human ability to choose reactions, thereby shaping one’s own circumstances. Coaching likewise views learning as constructing the answer or solution. It is not searching for some external truth to give guidance about how to deal with the issues at hand. Furthermore O’Connor & Lages (2007:38-39) point out that by acting, people create a set of circumstances that will either work for or against them; and that coaching should challenge people to act beyond the default so they can create the change they want, and reach the goals they have set.

Eastern philosophy is related to coaching through its emphasis on self-awareness. Whitmore (2002:32) states that self-awareness is the ability to describe circumstances without being controlled by them. The ability to observe and describe without assessment creates an awareness, which sets a person free to see and act differently. Eastern philosophy seems particularly linked to ontological coaching (Flaherty 2005, Sieler 2005, 2009) which takes a holistic approach to coaching. The focus on behavioral change is replaced or at least linked with the need for a more fundamental personal change.

Examining more closely what seems to have inspired the development of coaching, it becomes clear that coaching has many different inspirations, and that specific coaching approaches stand on specific theories or knowledge bases. However, it also becomes less clear how specific influences have inspired specific types of coaching, and whether such developments can be said to be part of the coaching roots. However that may be, coaching is informed by many different bodies of knowledge, that share some common basic principles but each have their own history and methodology.
Establishing how common coaching is is also challenged by the many directions coaching has evolved in. The coaching associations give an idea of how coaching is evolving, and it certainly seems to be a profession in growth. According to Whitmore (2008:18), the ICF was increasing its number of members by 400 a month in 2008, and ICC have over 3000 members from South America, Asia and Africa as well as the US and Europe. In addition to this, there are smaller and individual consultancies of coaches and coach training schemes both nationally and international, which do not feature in the membership numbers of the mentioned associations.

1.3 Principles of Coaching
As the short sketch of the history of coaching shows coaching is informed by many different disciplines and knowledge areas. For that reason defining the principles of coaching in a way that takes into account all the different approaches is an extensive task. Whitworth et al (2007) present ‘Co-active Coaching’ as not emphasising problem solving, better performance or goal achievement, but recognise that these issues are what will be affected by co-active coaching. There is a strong emphasis on the client setting the agenda, and that co-active coaching is holistic, addressing the client’s whole life, as all aspects of life, work, family etc. are intertwined and affect each other.

‘Ontological Coaching’ focuses on being, and how being is created. The starting point is to create change in the elements that constitute ways of being. It is not primarily goal focussed or performance oriented.

‘NLP-Coaching’ focuses on language as determining the way we think and thereby our behaviour (O’Conner & Lages 2007, MacDermott & Jago 2001). Neuro Linguistic Programming refers to the interrelatedness of the mind (thinking), our language, and how we behave. By affecting and changing one of these parameters, language, thought or behaviour, you affect the whole being and change is possible.

‘Performance Coaching’ takes a GROW-model approach (Whitmore 2002:54) emphasising goals: what does the client want to achieve, reality: what is the current situation, options: possible intervention, and will: planning who, what and when the goal is to be reached.

Following from the diversity of these theoretical approaches, the principles that govern coaching may not be equally defining of all coaching approaches. In this

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3 See http://www.internationalcoachingcommunity.com
section, I have nevertheless attempted to outline some of the common salient features of coaching by looking at three definitions from the coaching literature.

One of the classical definitions of coaching is that offered by Gallwey:

“Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather that teaching them.” (Whitmore 2002:8)

Along the same lines Connor & Pokora define coaching as a:

“learning relationship, which help people to take charge of their own development, to release their potential and achieve results which they value” (Connor & Pokora 2007:11)

And Maclennan writes:

“Coaching is the process whereby one individual helps another: to unlock their natural abilities, to perform, learn and achieve, to increase awareness of the factors which determine performance…” (Maclennan 1995:4)

All these definitions have three aspects in common: the focus on performance, (better/changed actions) the understanding of human nature (ability and potential) and the role of the coach (helper).

Performance is about action. Essential in the coaching relationship is a client aiming for a change: a client who wants to accomplish something not yet accomplished, or who wants to do something differently. Performance is not aiming at doing more, but doing something differently and better and changing behaviour. Better performance can be seen to be the result of coaching but also as its starting point, in the sense that the client must want or seek a change. Performance is about changing the actions of the client so that a new behaviour enabling change occurs.

At the core of any coaching relation is fundamental understanding of the client as being competent and resourceful. The starting point is that the client possesses all the potentials – skills and knowledge – needed to accomplish whatever she wants. The possibility of change is dependent only on the client’s willingness to pursue it. This makes coaching a client-centred approach, regarding
the client as the ultimate authority in relation to her own development. A coaching session therefore also places responsibility for the content of the coaching session on the client. It is the client who guides what is being talked about, where the coach guides how it is being talked about. Put differently, the responsibility for the content is the client’s and the responsibility for the process is the coach’s.

The coach is regarded as a ‘helper’ and someone who unlocks the client’s innate potential, as described in the definitions above. By being responsible for the coaching process, the coach becomes a facilitator of a learning and awareness process. The coach does not have any answers or solutions in relation to the issues the client presents, but the coach does have expertise in relation to the process of change and learning. The coach is therefore both directing and guiding in terms of the coaching process but non-directing and withdrawn in relation to the client’s development. These are the challenges of the coaching role: challenging and questioning the client, and at the same time not pushing the client according to one’s own agenda.

1.4 Conversational Practice
Setting aside team coaching, the coaching approach is a conversation between a coach and a client, where the coach questions the client. This personal conversation is at the heart of coaching to such a degree that some define coaching as a communication type (Gjerde 2006). Coaching as a conversational practice has been described as having roots as far back as Socrates who through his maieutic philosophy — also called Socratic Questioning or The Socratic Method (Whitmore 2002, Maclennan 1995) — used ‘asking questions’ as a method for generating learning. Therefore, guidelines about how to do coaching are among other things focussed on the use of questions (Flaherty 2005, Whitmore 2002, Cook 1998, Maclennan 1995). Instructions about how to ask questions, which question formats to use, and which not to use are common:

“An effective question is neutral. Don’t confuse “neutral” with “neutered.” A good question may be controversial. Interesting ones are. But it doesn’t imply the “right” answer through biased wording.” (Cook 1998: 60-61)

The approach by which coaching is conducted is obviously informed by the founding principles and by the specific tradition from which a given approach to coaching arose, but questioning is the most salient feature when describing coaching as a
The roles of the coach and the client are therefore those of ‘questioner’ and ‘respondent’ respectively.

As the quote from Cook suggests, questions are not just questions. Coaching-questions are first of all not seeking information in the traditional (linguistic) sense. The questions are not seeking factual objective knowledge about some state of affairs, and moreover the coach is not seeking an answer on his own behalf, but on behalf of the client. In the excerpts below from two different coaching sessions, the coaches challenge the clients to consider how they will deal with issues presented (the questions are marked with grey).

Excerpt 1.1 ICC4_230507 (Simplified) (Appendix A, lines 619–634)

1 Cli: =Og det tror jeg er et sted
And that I think I is a place

2 hvor (0.5) sådan nogle
where (0.5) such

3 Cli: rådgivningsvirksomheder har problemer måske.
counselling_companies have problems maybe.

4 com: (((coach uncrosses his legs, leans towards the client and stretches out his hands.)))

7 Coa: Hvilke spørgsmål kan du bruge til
Which questions can you use

8 Coa: toINF identify (.).) his needs. identify (.).) his needs.

9 Cli:.hhuuhhh woaw hhhahahahaha tsk

10 .hhhh æ:::hm:::. hh hh

11 com: (((Client leans back in chair and places hands over her face while laughing, leans forward towards coach does a thumbs up sits back in her chair)))

Excerpt 1.2 ICCZ_240507

1 Cli: =.hh Og jeg ville jo egentlig godt
And I would ADV really well

2 komme dertil hvor jeg vids:te *j:eg er come there to where I knew *I: am
to come to that point where I knew I am

3 [hel] afklaret med det her
In excerpts 1.1 and 1.2, both clients are in the process of starting their own consultancy. In excerpt 1.1, the client is about to approach potential customers,
and she wants to call them to follow up on her initial contact. Prior to this, the client has been telling what she anticipates could be the need of one of her potential customers (lines 1-3). In lines 7-8, the coach asks the client how she can identify the needs of the customer — a question sets up an ‘assignment’ for the client: an assignment, which relates to the client’s description of what she presumes is relevant for her potential customer. With this question, the coach picks up from her previous talk something the client is unsure about and brings it out, not by addressing the uncertainty, but by asking the client how she can gain the knowledge.

In excerpt 1.2, the client is at a standstill with regards to her own consultancy, and she is having doubts whether it is actually something she wants to pursue. The client wants to be certain that starting her own consultancy is something she actually wants (lines 1-7). Again the coach sets an assignment in his question in line 10-12 targeting the lack of clarity, by asking how the client can gain it.

These questions are examples of ‘coaching-questions’. They present the clients with assignments, assignments that challenge the clients’ previous talk. The questions invite reflexivity by asking the clients to consider solutions in relation to the issues discussed. Of course not all questions look like these examples: every question is related to and formed by the activity going on at that specific time of the interaction, but when talking about salient questions in a coaching context, these questions represent well how questioning is to be understood in a coaching context. Questioning work in coaching is not about seeking factual information but about inviting reflexivity by challenging the clients.

1.5 The Collection

The coaching sessions recorded for this study exhibited a pattern of stages. These stages consist of five steps or activities that coach and client accomplish collaboratively: goal-setting, identifying underlying values, identifying obstacles, planning, and ensuring that actions are taken.

The goal-setting activity involves the coach and client establishing what the focus of the coaching session is to be. This part of the conversation can be shorter or longer depending on how clear the client is about what it is he wants to achieve. Excerpts 1.3 and 1.4 show examples of how the goal setting activity can be accomplished.
Goal-setting

Excerpt 1.3 ICC4_230507 (Appendix A lines 290–317)

1  Cli: Og det som som vi så aftalte
     Og that which which we then agreed

2  i hvert fald til en: til en opgave,
     in any case for an: for an assignment,
     at least for an: for an assignment,
     (0.5)

3  Cli: Det var det at jeg skulle .hh sku:lle:: gå [hjem
     That was it that I should .hh shou:ld:: go [hjem
     It was that I should .hh shou:ld:: go home

4  com:  (((coach
     turns head from client toward the table and lifts
     his arm))

5  (0.7)

6  Cli: og jeg skulle ringe til ham
     and I should call to him
     and I should call him

7  og så skulle jeg aftale et møde,
     and then should I arrange a meeting,
     and then I should arrange a meeting,

8  com:  (((Coach takes pen and begins writing))

9  (0.3)

10 Cli: Med ham.
       With him.

11 (1.3) (((Coach writes))

12 Cli: .hh Og hvordan jeg vil så få den
       .hh and how I will then get that
       .hh and how then I will get that

13 æhm:: Ædet møde i stand?f
     ehe:: Æthat meeting in stall?f
     ehe:: Æthat meeting set up?f

14 (0.3) (((Coach writes))

15 Cli: det er jo så lidt sværere for mig.
       that is ADV then little difficult_COMP for me.
       that is you know a little more difficult for me.

16 (0.4) (((Coach writes))

17 Cli: Æ:hm:: (0.2) .hhhh .mt
       E:hm:: (0.2) .hhhh .mt

18 com:  (((Client gazing into middle distance))

20
Introduction

(2.0) ((Coach writes))

23 Coa: Hvis jeg skriver
If I write

24 [aftale møde med Jimmy Johnsen,
arrange meeting with Jimmy Johnsen,

25 com: [((Client turning head looking a notes))]

26 Cli: Ja.
Yes.

27 Coa: Er det så rigtigt?
Is that then correct?

28 Cli: Ja.
Yes.

Excerpt 1.4 ICCZ_240507

1 Cli: Så du står simplethen mellem
So you stand simply between
So you simply have

2 at at skal finde ud af
to to must figure out of
to figure out

3 hvad er det egentlig jeg vil (0.3)
what is it really I want (0.3)

4 når det kommer til stykket.=
when it comes to piece the.=(idiom)
when it comes down to it.=

6 Cli: =.[.mt ]

7 Coa: =[Hvad] er det egentlig jeg vil,=
=What is it really I want,=

8 =Vil jeg have (.) et fast job?
=Will I have (.) a regular job?
=Do I want (.) a regular job?

9 eller vil jeg have mit (.) have mit eget firma.
or will I have my (.) have my own company.
or do I want my (.) want my own company.

10 [(Hvad er det) ]
[(What is it ) ]

11 Cli: [hhhhh Ja og så ] Og så tshhh vel vidende
[hhhhh Yes and then] And then tshhh well knowing

12 at [d(h)er ] er jo ikke
that [th(h)ere] is ADV not
that [th(h)ere] is not you know

13 Coa: [ja ]
[yes ]
Introduction

14 Cli: frit valg [på ] alle hylder free choice [on ] all shelves ((idiom)) a possibility to just pick and choose

15 Coa: [Ja ] [Yes]

16 Cli: fordi jeg kan jo [godt] se på because I can ADV [well] look at because I can you know very well look at

17 et fast job >som jeg sy/i< a regular job >which I th/i< a regular job >which I th/i<

18 Jamen det er da det jeg vil have Yes but that is PRT what I will have Well that is sure what I want

19 men ø:h [men] det er da ikke sikkert but u:h [but] it is PRT not certain but u:h [but] it is surely not certain

20 Coa: [Ja ] [Yes]

21 Cli: de vil have mig. they will have me. they want me.

22 Cli: [Der ] kan være mange andre der ka:n [ [There] can be many others there ca:n [ ]

23 Coa: [Nej ] [No ]

24 com: slams pen on her notebook on the table))

25 Cli: [Utroligt men der kan være nogen Incredible but there can be someone

26 Coa: [.hja ja [.hja ja

27 Cli: de [vælger f(h)r(h)emfor mig= they [choose [r(h)a(h)ther than me= they [choose [r(h)a(h)ther than me=

28 Coa: [.hja [.hja

29 com: ((Client lifts her cup to her mouth))

30 Coa: =Ja =Yes

31 Cli: Ja Yes

32 Coa: .hh Så æ:::h (.) Så hvis du skulle [.hh So e:::h (.) So if you should
Introduction

In excerpt 1.3, the goal setting is initiated by the coach suggesting a goal for the client to confirm in lines 23-24 and 27; and in excerpt 1.4, the coach asks the client to formulate an ‘I want to’ sentence in lines 33-35. Both goal settings are preceded by recapitulating the talk leading up to this point. In excerpt 1.3, this is done by the client summing up what the coach and she agreed upon in their last session; and in excerpt 1.4, it is managed through the coach summing up the status quo. The goal setting ensures a clear and positive starting point for the subsequent interaction.

The next activity, identifying underlying values, is about the client finding out what reaching the goal will do for her. Values are understood as the benefits, positive feelings or the states of well-being that reaching the goal will bring the client. Reaching the goal will or should create a positive change resulting in the client feeling joy, happiness, pride or contentment. Identifying these values is also identifying driving forces for the client in reaching the goal and making sure that there is coherence between the goal and positive end-results.

Identifying Underlying Values
Excerpt 1.5 ICC5_230507 (Appendix B, lines 1258–1276)

1 Coa: Men så har du det her mål. But then have you this here goal.
2 Cli: Ja

34 sådan sige mere præcis altså (0.4)
ADV say more precisely PRT (0.4)
say more precisely that is (0.4)

35 (xx du sådan) jeg vil (0.8) sø:ה sætning [ø::h (xx you ADV ) I will (0.8) u::h sentence [u::h

36 Cli: [.hhh

37 Jamen så vil det jo være jeg vil tro på Yes but then will it ADV be I will believe in
Well then it will you be I want to believe

38 com: ((Coach making gesture turning his right hand in
the air to his right side and his left hand in the
air to his left side signalling the client’s two
options))

42 Cli: at det rigtige er at starte mit eget firma. that the right is to begin my own company.
that the right thing is to begin my own company.
In line 4, the coach asks the client ‘to sense’ the day they have set as deadline for her reaching her goal. The client is asked to project herself into the future where she has reached her goal, and she responds by describing how it feels. The identification of values is here made possible by the coach’s request, which sets up...
a hypothetical reality where the client, if accepting the request, can describe a future experience. In this way, the client is asked to identify values by describing an experience instead of being asked to describe values.

The third activity is identifying obstacles. Obstacles are understood as convictions held by the client that might be constraining her. Such convictions can be related to external factors, that is, things the client needs to do but finds it hard to see how can be done. They can also be related to personal ideas about the client’s own abilities.

Identifying obstacles

Excerpt 1.6 ICCZ_240507

1  Cli:  Jeg har tidligere troet
I have earlier thought

2  at øh jeg havde resourcer til (.)
that uh I had resources to (.)
øh begge dele
uh both parts

3  men ø:h det har jeg ikke haft nej.
but u:h that have I not had no.

4  Coa:  °Nej°
(1.4)

5  Cli:  °Det er også noget arbejde
°There is also some work
°There is also work

6  og noget andet (og noget)°
and something else (and some)°
and other things (and some)°

°[which] must lookedPASS after. Yes.°
°[which] must be attended to. Yes.°

8  Coa:  [Ja ]
[Yes]

9  Coa:  Ja
Yes

10 (2.1)

11 Coa:  Hvad kunne rykke din ø:h (.)
What could move your u:h (.)

12 Hvad kunne rykke din ø:h din tidsplan,
What could move your u:h your time schedule,

13 ° [0.6]
Excerpt 1.6 shows an example of how the coach manages identifying obstacles. In lines 12-13, the coach asks the client to identify anything that can change the client’s schedule in relation to launching her own private consultancy, and subsequently in lines 15-16, the coach asks which obstacles the client anticipates. This question is related to the client’s previous talk where she tells how she has realised that she did not have the time and resources to do as she initially had planned. The client responds by listing possible obstacles in relation to her time schedule.

In the fourth stage, planning the client’s future course of action, the client is encouraged to identify the steps that are necessary to reach her goal. This is often initiated by a question about what the client wants to do, and perhaps also when and how she is planning to do it.
Introduction

1 Cli: Ø:::h der hvor jeg kommer til
U:::h there where I come to
U:::h there where I will come to believe in it

2 at tro på det det er jo
toINF believe in it that is ADV
that is you know

3 når jeg har fået nogle kunder.
when I have gotten some customers.
when I have gotten some customers.

4 Coa: Det er når du har fået nogle kunder.
That is when you have gotten some customers.

5 Cli: Ja
Yes

6 Coa: .hja
.yes

7 (2.5)

8 Cli: Så kunne jeg selvfølgelig vælge
Then could I of course choose
Then I could of course choose

9 at:: ansætte en sælger til
to:: hire a salesman to
to:: hire a salesman

10 at hjælpe mig med det >og så videre<
toINF help me with that >and so on<
to help me with that >and so on<

11 men det er ikke ø::h hh Det er ikke sådan
but that is not u::h hh That is not so
but that is not u::h hh That is not how

12 at det skal starte op.
that is must start up.
that is should begin.

13 Det skal startes op ø::h med mine resourcer
It must start_PASS up u::h with my resources
It must be begun u::h with my resources

14 og uden (.) voldsomt
and without (.) extremely
and without (.) extremely

15 mange °etableringsomkostninger°
many °startup_expenses°
many °startup expenses°

16 °[og så ] tager jeg den derfra°
"[and then] take I it there_from°
"[and then] I will take it from there °

17 Coa: [m::: ]

18 Coa: .hja=
.yhes=

27
Excerpt 1.7 shows an example of how the coach initiates a planning phase by asking the client what she can do first (line 20). The client’s goal is to regain faith in her consultancy and as part of her description of what she needs to do gain faith in her company, (lines 1-16), she rejects one possible step she could take in order to get customers, lines 8-16. By picking up on the client’s description on what not to do, the coach initiates planning, not only by asking what the client can do, but by asking what she can do first. The question clearly projects the initiation of a multiple-step planning where subsequent steps are to follow.

Another way of initiating planning is by getting the client to associate the goal with past experiences, and in that way identify the means through which the client has previously reached her goal.

Excerpt 1.8 ICC5_230507 (Appendix B, line 1452–1481)
toINF fulfil one or other goal
fulfil some goal

1→ som der måske var lidt svært?
which there maybe was little difficult?
which maybe was a little difficult?

8 Coa: [Hvordan gjorde]
[How did ]

9 Cli: [Jeg forberedte] mig helt vildt.
[I prepared ] myself completely crazy.
[I prepared ] myself extremely

10 (0.3)

11 Coa: O; kay
O; kay

12 Cli: Jeg planlagde (.) ned i mindste detalje. I planned (.) down in last detail. I planned (.) down to the last detail.

13 Coa: Okay.

14 Cli: Jeg æ:::h kunne tingene udenad stort set. I e:::h could things_the by_heart I e:::h could things by heart generally speaking.

15 Jeg havde f:: Jeg havde (1.7) lavet I had f:: I had (1.7) I had f:: I had (1.7) made

16 en risikoanalyse så stor så stor så stor. a risk_analysis so big so big so big. a risk analysis so huge so huge.

17 Coa: Ja [okay ]
Yes [okay ]

18 Cli: [Inde ] i mit hovede (.) om [Inside] in my head (.) concerning

19 hvis nu de gør det så det hvis de gør det. if now they do this then this if they do that.

20 Jeg havde .hhh syvogtyve plan B’er I had .hhh sevenandtwenty plan B’s I had .hhh twentyseven plan B’s

21 Coa: ‘Okay’
‘Okay’

22 (0.5)

23 Coa: 2→ Hva::: vil den evne [(du har her ) ]=
Wha::: would that ability [(you have here) ]=

24 Cli: [.shhhft ((sniff))]
In this approach to planning the coach has asked the client to talk about a previous experience that generated the same values that the client identified in relation to the current goal. In lines 1-7, the coach asks the client to identify the means she used to reach a previous goal, then in lines 23 and 26, the coach asks the client whether she can transfer what she might have learned from this experience in relation to her current circumstances and goal. The planning activity is here initiated in three steps: the identification of a previous success, identifying the means used to make that happen, and the transferring these means to the current situation.

Ensuring that action is taken is the last activity of the steps in the coaching structure and relates to the client’s accountability for carrying out any plan of action that emerges from the session. This is not to be understood as the client being accountable to the coach but more as the client being accountable to herself and her own plan. Seeking a commitment from the client is a way of ensuring that she will indeed carry out the plan of action that emerges.

Ensuring that action is taken
Excerpt 1.9 ICC4_230507 (Appendix A, lines 1026–1040)
there think I that we reached there to (0.5)
I think that we reached the point (0.5)

7 hvor vi skulle i dag,
where we should in day,
we should reach today,

8 Cli: m:m?

9 (0.2) ((client nods))

10 Coa: hh Hvordan æh hh (0.8) hvordan får jeg besked om
hh How uhh how get I told about
hh How will uhh hh (0.8) how will I know

11 Coa: at du har haft *ringet."
that you have had called.
that you have called.

12 (0.2)

13 Cli: hh Jamen der vil jeg Der ringer jeg til dig.
hh Yes but there will I There call I to you.
hh Yes well I will will I will call you

14 Coa: Du ringer til mig,
You *call to me,
You will *call me

15 Cli: Ja
Yes

In excerpt 1.9, the coach seeks to ensure that action is taken by asking (lines 10-11) how he can know (i.e. be sure) that the client will do, what she has said (earlier in the session) she will do. To which the client responds by assuring him that she will call him to confirm that she has actually carried out the agreed plan of action. The client thereby makes herself accountable to the coach.

All excerpts above present ways in which the coaching activities of goal-setting, identifying underlying values, identifying obstacles, planning, and ensuring that actions are taken, can be done.

This model of the five stages/activities that are to be found in these coaching sessions is of course something of an ideal, in the same way that Byrne and Long's (1976) model of the six stages that comprise the ‘overall organisation’ of the consultation in primary care acute medical visits is an ideal (See Robinson 2003). Not all sessions follow precisely the same steps in the same order, and not all sessions contain all these steps or stages or activities. Depending on the issues raised by the client the individual steps may be shorter or longer. Some goal might be difficult to formulate, maybe the planning will reveal that the goal will have to be divided into subsidiary goals to be dealt with within the timeframe of the session, and sometimes the coach and client will not make it through all steps. But
something like this ‘overall organisation’ of the sequential pattern of steps/activities can be discerned across the coaching sessions recorded for this study.

1.6 Account of the Data Collection

All data were collected by video recording during the second module of an ICC coach certifying education in Denmark 2007. All participants gave their consent to be video recorded. The consent was given on the basis of a signed confidentiality statement explaining how the data is going to be used and kept.

The module ran over 3 days, during two of which I recorded training sessions. The total number of recordings consisted both of teachings, participants’ discussions, training exercises and one-to-one coaching sessions. In all I recorded approximately 18 hours, of which 10 hours was one-to-one coaching sessions. Out of these coaching sessions 6 have been used as the basis for this study. In table 1 below information is shown summarising various aspect of the data sample.

The coaching sessions have been grouped into two types of sessions depending on the relationship between the participants involved. Over the course of the programme, which consists of three modules over the course of approximately three months, the participants coach one another. They are in that sense regular coaching-partners and build an ongoing coach-client relationship during that period. Three of the six sessions, which constitute the data for this study, involve coaches and clients who are in a continuous coaching-relationship. They have met before and will continue this relationship during the third module of the programme.

The other three sessions are labelled one-off sessions. Here the participants are not in a continuous coaching relationship but meet for just this one coaching session. One or more observers may be present either just observing or both observing and giving feedback after the session.

The sessions are between 20-50 minutes long. These time limits are defined by the length of the coaches’ final certifying examination, which is 20 minutes. However, in the session of the continuing coaching relationship the participants seem to be more autonomous in defining their own frames. However, all sessions are confined by other activities such as for instance teaching sessions and have therefore the times frames that are not necessarily related to the matters discussed in the coaching session.
For each of the one-on-one coaching sessions the individual participants were approached to secure permission to record their specific sessions. There were several parallel sessions running, and the two available cameras were placed randomly, recording those who agreed first. The camera was left in the room with coach and client.

The video-recorder ‘controlled’ the situation to the extent that the participants were generally very accommodating in placing themselves in relation...
to the camera. Sometimes they would ask where to sit in relation to the camera, and sometimes rearranging chairs to accommodate the recording angle. How much the camera otherwise affected the situation is taken to be an empirical question. In one session the coach and client discuss the presence of the camera after the session.

Excerpt 1.10 ICC5_230507 (Appendix B 2743–2761)

1 Coa: Hvordan var det? ((smiling)) How was that?

2 (0.8)

3 Cli: Det var vildt: It was crazy:

4 (1.2) ((Coach silently laughing))

5 Cli: Det var vildt: It was crazy:

6 (2.1)

7 Cli: Fuldstændig. Completely.

8 (0.8)

9 Cli: Jeg kan ikke [(.) holde ud I cannot (.) stand out

10 com: [((client points towards camera)]

11 Cli: at den er på haha.hhhhh=Videoen, men sådan that it is on haha.hhhhh=The camera but that is

12 Cli: er det jo. .hh[h ((sniff))] is it ADV .hh[h ((sniff))]

13 Coa: [Nå ja ]

14 Coa: [Oh yes ]

15 Coa: [Ah well ]

16 Cli: E::h lige i starten og så glemte jeg det E::h just in beginning the and then forgot I it

17 Cli: igen.=Og så kom jeg i tanke om det nu, again.= And then came I in though about it now, again.= And I remembered it now,
If the participants make relevant the camera’s presence, which they sometimes do by commenting on it or gesturing towards it, as in the excerpt above, it enters into the interaction as an ‘artefact’ to which participants orient, and as such is salient to the interaction. The salience is visible both for the participants and analyst to see and therefore any effect the camera might have on the interaction can be considered as an analytical issue. On the other hand, if the participants do not make it relevant for themselves in the interaction, it is not relevant for the analyst either. The issue of a possible camera-effect is as such left for the participants to show.

Of course what the participants do not do because of the camera is impossible to say, and as such the presence of the camera may affect the interaction in a way that the interaction does not show. In relation to this issue, the analytic approach taken here avoids the problem in two ways: firstly by dealing with the in situ conduct that is recorded, and not with what is not there or might have been. The method does not concern itself with personal hidden motives in the individual, but with what visibly goes on between the participants, with their visible conduct, and how they build their interaction. Secondly, the analysis is orientated to a detail of interaction that is presumably not within the individuals’ personal control: this relates to how they build and take their turns at talking, and how they relate their talk as a response to the other participant’s talk. These issues will become clearer as the methodology is outlined.

A further note in relation to video data is the nature of the data recording generates. Non-audible aspects such as gestures and gaze are accessible and can be studied as resources the participants makes use of along with the talk. There is more to gain from the visual aspects of the data than is exploited in this study. Not
focussing more on these recourses is not a result of overlooking their importance; instead the focus and the scope of this study simply has not made it possible to explore such issues with any thoroughness or at all systematically.

Due to the data being recorded during a coaching training programme, issues of the genuineness of the data have been considered. All interactions are real in the sense that they occurred not for the sake of this study but as part of the participants’ training. The interactions were accomplished with the focus of doing coaching and occurred for their own sake.

The sessions are not role-playing because they are not set up to be. The participants were not asked to play the roles of coaches and clients, no script was laid out for the participants to follow, and the clients raise real concerns, formulate authentic goals that relate to their professional or personal life.4 There is of course no guarantee that the client is authentic and honest - which would be an issue in relation to the coaching-relationship, in any case, and in relation to the analyses an empirical question - but the starting point for all sessions is that the client wants to receive coaching in relation to the issues presented. The sessions are opportunity for the coaches to develop their coaching abilities, but they are not set up as exercises. They are learning-by-doing realities, not enactments of thought-up realities.

A second issue concerning genuineness is whether the interactions can be called coaching when performed by trainee coaches. In relation to this, the underlying premise is that the interactions are what the participants name them to be. The interactions are coaching because the participants enter into a coach-client relationship, and see themselves as conducting the roles of client and coach. As this study and its methodology are concerned with describing how the participants do what they do, the analysis does not attempt to assess whether what is done can be called coaching or not. Whether or not interactions meet the criteria and standards the coaching profession determines for such interactions to be deemed coaching is a quality issue for professional coaches to discuss. Similarly, the issue is not taken to affect the validity of the analysis either, as the findings are valid for the data presented. It is nowhere claimed that the findings here are true for all kinds of coaching; nevertheless the findings have relevance to these

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4 Based on knowledge of the client’s life, both professional and personal, obtained during the recording days, it was possible to assess the genuineness of the issues discussed in all the sessions that are part of the final sample.
coaches, who are performing a type of coaching that is foundational for all future coaches in Denmark trained within the ICC framework.

1.7 Analysing Interaction
The methodology used in his study is Conversation Analysis (hereafter CA). CA focuses on how participants manage their interaction through the use of language and language structures, and what those structures reveal about the practices that constitute our basic interactional competences. At the core of CA are actions and how actions are being done in order to achieve participants’ interactional goals. Heritage & Atkinson define the goal of CA as:

“…the description and explication of the competences that ordinary speakers use and rely on in participating in intelligible, socially organized interaction. At its most basic this objective is one of describing the procedures by which conversationalists produce their own behaviour and understand and deal with the behaviour of others.” (Heritage & Atkinson 1984:1)

Harvey Sacks developed CA in the 1960s and 1970s, not with the purpose of studying language and interaction as such, but because he wanted to explore social action, and to develop an approach to the systematic study of social action. Sacks investigated records of social actions: recordings of people interacting in face-to-face and telephone conversations. During his research, it became clear that fundamentally all of society’s institutions are acted out in talk, and that in these ‘interactions of talk’ the participants display their understanding of them in how they choose to conduct them. The focus of a conversation analytic analysis is therefore how any social interaction, whether it is a telephone call between friends, a medical appointment, or a coaching session is talked into being. The fundamental understanding, that people engaged in any form of communication are not just talking, but performing specific actions that show their understanding of the interaction they are engaged in, makes the study of the ways such talk is conducted – its patterns and structures – a way to see how a specific form of social life is conducted.

The backdrop of CA was Garfinkel’s ethnomethodology, a sociological approach focusing on the procedures or methods by which people make sense of and act in the world (Heritage 1984). Behind the ability to interact in a meaningful
coherent way lies a body of unconscious expertise shared by members of a society. Such expertise includes both knowledge of language, how to construct meaningful sentences; knowledge of conversational patterns, such as when to speak; and knowledge of conversational constraints; such as what to speak. These shared abilities behind speaking coherently, at the appropriate moment, in an appropriate way are what CA studies; and a basic assumption is that these procedures are present in interaction because participants in conversation display them to each other when making sense of one another’s conduct in interaction.

The focus on people’s practices makes the study of ‘the real world’ and not hypothetical versions of it significant, and as Sacks’ research was focused on developing sociology as a “naturalistic observational science” (Hutchby & Wooffitt 1998:24) recordings of naturally occurring interactions was and is essential in the CA approach. Recordings capture the real-life interaction through the enactment of the participants and not through the observational abilities of the analyst.

The concepts of ‘turn taking’ and turn-by-turn progression, and ‘sequence formation’ are central to CA’s methodology. Sacks, Schegloff & Jefferson’s (1974) fundamental article on the turn-taking structures and rules of interaction show how the ordering of interactions in turns at talk are upheld by the participants talking one at a time, one after the other. Such turns at talk can be built differently and may consist of anything from a single word, or maybe even just a sound such as ‘hm’ to one or more sentence. The way in which a turn is designed, the combination of words, clauses and sentences and how these are added together reflects what that turn at talk is to do; and in the turn-taking system the participants orient to such designs to find out, who is to speak next, when to speak next and how to speak. The analysis and understanding of turn and turn-design provide insights into how participants construct turns to do and mean what the participants aim to do. The turn design shows how participants conduct themselves in manner appropriate for the ‘projects’ they want to pursue.

Turn-design is related to the understanding of talk as action. In a specific turn-design lies the formation of an action. Each turn does not only offer the speaker a choice of which action to perform in that turn but also the choice of how to perform it. These choices reflect the participants’ own understanding of the activity they are engaged in. As Sacks et al. note:

“It is a systematic consequence of the turn-taking organisation of conversation that it obliges its participants to display to each other, in a
Sequence formation is the turn-by-turn, or action-by-action progression of the interaction. Whereas turn and turn-design relate to the individual participant’s building of an action, sequence formation is the relationship between two consecutive turns. The sequences show that the actions performed by turns are situated activities. This means that a turn is not only designed to perform some action, but an action, which addresses the previous talk. In this way, turns form coherent sequences of talk, where one turn is shaped by the preceding context, and in itself creates a context for the following talk (Heritage 1984:242 Heritage & Maynard 2006: 10-11).

The relationship between turns at talk is captured by the terms adjacency and conditional relevance (See for example Sacks, 1992:521–541, Sacks & Schegloff 1973). The adjacency relationship of turns refers to fact that the implications of talk being done in sequence is that the action of the talk in first position makes possible a range of actions to come in the second position. As such, the first action creates some more or less specific constraint on the next turn. The adjacency is particularly strong in sequences of talk where the first action creates a constraint for a quite specific set of responses. Such adjacency pairs are for instance question-answer sequences, where the question, done as a first action makes conditionally relevant an answer as its response. Greeting-greeting, request-granting/rejection, invitation-acceptance/rejection are other types of adjacency pairs (for more on adjacency pairs, see e.g. Drew 2004).

Because of the insights CA research has provided and will provide into this intersection of turns and sequences – that the way a turn at talk is done affects the sequence of talk – the CA approach is appropriate when looking at interactions such as coaching. CA is not only an approach that can describe how coaching is brought about as a specific type of interaction, but how its specificity is accomplished at the level where all interactions are accomplished. CA is used in this study because coaching is a specific type of interaction, and a method, which has as its focus how participants bring about the specificity of such interaction, enables an understanding of how coaching is managed interactionally and what practices are used to achieve it. That is, the aim is to discover the practices coaches use to coach - for instance the practices for asking questions or the practice of reformulating the client’s previous talk. CA enables the study of how an aspect of
social life - in this case coaching - is managed through the actions and activities it is made up of.

1.8 CA of institutional Interaction
Coaching has along with other types of institutional interaction a turn-taking organisation that is relatively restricted compared with ordinary everyday interaction (Arminen 2005:44, Drew & Heritage 1992:29). Such restrictions are a result of the functions of the specific institution, and the principles or theories that govern a specific institutional setting. Because coaching interaction utilises the same sense-making devices as any interaction it is possible to see how the institutional context is an achievement, and how specific procedures relate to a given institutional context.

The data shows that coaching interaction is built primarily of question-answer sequences, where the coach asks questions and the client responds. This is one way in which coaching can be seen as having a restricted or specific turn-taking system, that effects the participants’ contributions. Questioning is allocated to the coach and the answering to the client, and so the participants in coaching refrain from doing actions that they could and would do in everyday interaction, and in this way they form the particular interaction they are engaged in. (For a general account of turn taking systems in institutional interactions, see Arminen 2005, Heritage 1997, Heritage & Drew 1992.)

When the turn-taking operation in coaching is described as being primarily question-answer sequences, these are of course not to be understood as disconnected sequences. The actions and the activities, which they constitute, are salient in describing how coaching is done. Many other types of institutional interaction are realised through similar sequential organisation, but question-answer sequences in courtrooms, in news interviews, in doctor patient consultations do different work in relation to participants’ primary tasks or roles. In doctor-patient consultations, the questions reflect the business of getting information so that a diagnosis can be reached (Heritage & Maynard 2006). In courtrooms, a line of questioning can set up to accuse or defend a witness (Atkinson & Drew 1979), and in news interviews adversarial questioning can establish the interviewer in the role of opposition to the interviewee (Clayman and Heritage 2002). Thus the specific practices of questioning used by coaches in coaching interactions, are part of what makes these interactions distinct and unique,
The turn-taking operation in coaching is achieved to solve the task coaching is to solve: In coaching questioning is associated with continually giving the client assignments to solve. The turn and action design involved in coaching are means to create learning, promote reflexivity and prompt action and responsibility in the client. The description of these gives insight into how coaches accomplish coaching and how they conduct the interaction so clients are guided towards finding out for themselves – and in this way learning – what they need to do in pursuing their goals.
2 Questions in Coaching Interaction

Coaching conversations consist primarily of question-answer sequences: the coach asking questions, the client answering. The distribution of contributions reflects the role of the coach as a facilitator, helping the client to unpack the resources needed to reach the goal set and solve the tasks at hand. This makes the overall turn taking of the coaching sessions uniform and asymmetric: Whichever actions the coach performs, whether it is giving advice, directions or evaluations, they tend to be done through question-answer sequences. This chapter describes some of the question types used, and how they can be seen as setting up a central task of coaching.

In the following, different types of questions are presented. The questions are designed to accomplish the specific interactional task they set out to solve and are shaped by the interactional context in which they occur. The first question type seeks specific information, and typically occasions short specific answers. The coach for instance asks the client about names and places, which are relevant for the following talk. This question type can be part of a series of questions leading on to a key point, often in terms of another question.

The second and third question types are ‘future-orientation questions’ and ‘hypothetical questions’. These questions are oriented toward future events or hypothetical scenarios, and in these questions, the coach sets up tasks by asking the client how she will solve a particular challenge, or gets the client to consider relevant issues in connection to the goal the coach and client have set up at the beginning of the conversation. Generally speaking, the second and third question types seek reflections, where the type-I question seeks information. The following will explore the question types in turn. The next section will focus on question type I.

2.1 Information Elicitation

The first question type asks for particular information. As such, these questions resemble the classical linguistic definition of questions as ‘genuine’ information elicitation: They seek information in relation to a specific point (Quirk 1985). These questions seek information that the questioner does not have but presumes the questioned to have. Excerpts 2.1 and 2.2 show such questions (marked in grey).
The questions in line 1 and 5 of excerpt 2.1 seek to identify a company that is a potential customer of the client. In line 1, the coach asks the client to identify the company, and line 5 the coach asks about the name of the company contact.

In line 1 of excerpt 2.2, the coach asks about the same company's core output. These questions seek information that names and as such identifies the company and marks it as distinctive.

Another example of this type of question is seen in excerpt 2.3, which follows immediately after excerpt 2.2.
Again the coach seeks particular information about how the initial contact with the company was established. Here, it is done by seeking confirmation of facts: by adding a yes/no-interrogative to a statement.

The questions in excerpts 2.1-2.3 can be called ‘information elicitations’ in that they seek facts or knowledge about some state of affairs. As such, they accomplish the action typically associated with questions. This typicality seems to be mirrored in the unmarked delivery and design. They are all simple interrogative structures — wh- and yes/no interrogatives as in excerpt 2.1, 2.2 and 2.3, and a declarative with rising intonation as in the second question in excerpt 2.1 — and they are all syntactically simple, consisting either of a single sentence (excerpt 2.1 and 2.2) or two (excerpt 2.3). The questions are furthermore unmitigated, neither delayed nor repaired, and these unmarked questions also receive unmarked responses, typically re-using the same verb phrase as the question itself: In excerpt 2.1 and 2.2 ‘which company was it – it was...’, ‘and he is called? – he is called...; ‘what do they do – they do...’and even the tag-question structure in excerpt 2.3 is repeated ‘is that right · that is right’.

As individual question-answer sequences they bring out trivial factual information, but as a series of questions, they solve the task of bringing forward information important to the following interaction. These questions are either introducing topics into the interaction and/or enhancing aspects of topics discussed.

Excerpt 2.4 shows how the identification of the company and company contact is used by the coach in the summation he continues after the questions. Excerpt 2.4 is from the beginning of the coaching session, where the coach is recapitulating — or backtracking as he calls it — the previous session.

Excerpt 2.4 ICC4_230507

| 1 | Coa: | hh I GÅR der nåede vi- hh YESTERDAY there reached we- hh YESTERDAY we reached |
| 2 | Der sluttede vi faktisk | There ended we actually We actually ended |
hvor vi har kommet
where we have come
where we have

lidt i gang omkring (0.6)

a little in progress concerning (0.6)
begun to process (0.6)

.hhh æ:::h Og den backtracker jeg også lige
.hhh e:::h And it backtracks I also just
.hhh e:::h And I will backtrack that as well

så vi er enige om
so we are agreeing on
so we agree

hvor vi står henne præcist med det, where we stand at precisely with that, where we are with that exactly,

.hh at du har sendt en række breve ud.
.hh that you have sent a row letter out.
.hh that you have sent out a number of letters.

Cli: Ja. ((nods))
Yes.

(0.4)

Coa: Æ:::h (0.2) orienteringsbreve.
E:::h (0.2) orientation_letters.
E:::h (0.2) orientation letters.

Cli: Ja.
Yes.

(0.2)

Coa: Og du har fået (0.2) nogen respons,
And you have had (0.2) some response,

"Mhmhm"

Coa: Og status er den at du står med (0.2) ((04.12))
And status is it that you stand with (0.2)
And status is that you have (0.2)

at der er kommet et navn på
that there is come one name on
that there is added one name

[og ] et af brevene arbejder endnu.
[and] one of the works yet.
[and] one of the letters is still working.

Cli: [Ja ]
[Yes]

Cli: Ja
Yes

(0.2) ((client nods during gap))
Coa: 1→ Hvilken virksomhed var det det var.
   Which company was it it was.
   Which company was it it was.

Cli:   Det var Kærsgaard.
       It was Kærsgaard.

Coa:   Det var Kærsgaard.
       It was Kærsgaard

Cli: *m*

Coa: 2→ Og han hedder?
   And he called?
   And he is called?

Cli:   .mt Han hedder Jimmy Johnsen.
       .mt He called Jimmy Johnsen.
       .mt He is called Jimmy Johnsen.

Coa:   Han hedder Jimmy Johnsen.
       He called Jimmy Johnsen.
       His is called Jimmy Johnsen.

Cli:   Ja
       Yes

Coa: 3→ .hh Og så når vi frem til
       .hh And then reach we forward to
       .hh And then we reached the point

at æ::hm: (0.2) æ::h (0.2) han havde ikke fået
that e::hm: (0.2) e::h (0.2) he had not had
that e::hm: (0.2) e::h (0.2) he had not had

det første brev, Jimmy Johnsen=
the first letter, Jimmy Johnsen=

Cli:   =Nej
       =No

Coa:   .hh Og så aftalte du med ham telefonisk...
       .hh And then agreed you with him by telephone...
       .hh And then you agreed with him on the telephone...

As part of her attempt to get connected with potential customers, the client has sent out some orientation letters telling about her services as an external consultant in her own consultancy company, which she has just established (lines 1-12). Lines 14-20 describe the reactions to the sent letters. The coach says that ‘one name is added’ – that one prospective customer gave a positive response – and that one letter ‘is still working’, meaning that the client is still waiting to hear back from this potential customer. When the coach, in line 22, asks which company it was, the client understands that the coach is seeking to identify the latter company mentioned, and this question therefore changes the characterisation of the company from ‘the one where the letter still is working’ to the company’s name.
The questions in lines 22 and 26, accordingly, seek a specific characterisation of this company, and by that distinguishes it from the other company mentioned. As a result one company is left unidentified, and one is marked as the topic of the following talk. In line 34, the coach continues his backtracking, now referring to the company contact by name. In this section, the information elicitation clarifies issues relevant to the coach’s summary of the previous session.

Similarly, the questions presented in excerpt 2.2 and 2.3 are establishing an entry into the following talk as seen in excerpt 2.5 below. These questions eliciting information are part of a series of 3 questions where the third is asking for a speculation.

Excerpt 2.5 ICC4_230507

1   Cli:  Og ø:h grunden til at
   And u:h reason the to that
   And the reason that

2   at firmaer (.) har brug for coaching
   that companies (.) have need for coaching
   that companies (.) need coaching

3   det er at at ø::h *ø::h at i denne her verden
   that is that that *u::h that in this here world
   that is that that *u::h that in this world

4   hvor vi æh >simpelthen<
   where we uh >simply<
   where we uh simply

5   hvor tingene går så hurtig
   where things_the goes so quickly
   where things are moving so fast

6   og man hele tiden .hø:h skal tjene penge,
   and one whole time_the .hu:h must earn money,
   and you constantly .hu:h must make money,

7   ø::h på på og for eksempel
   u::h on on and for example

8   hvis hvis man vælger det forkerte mål
   if if one choose the wrong goal
   if if you choose the wrong goal

9   .hhh eller hvis man man vælger en vej
   .hhh or if one one choose a road
   .hhh or if you you choose a way

10  der er for langt til målene
    there is too far to goals_the
    there is too far to the goals

11  >det tager for< lang tid
    >it takes too< long time
it takes too long

så mister man (0.2) faktisk penge. then lose one (0.2) actually money. then you (0.2) actually lose money

(.)

.hhh Som firma. .hhh As company.

Cli: (*O-*“O-”) Så det er utroligt vigtigt for et firma (*A-*“A-”) So it is incredibly important for a company

at (.). målene er klare og at æ:::h man that (.). goals_the are clear and that u:::h one that the goals are clear and that u:::h you

æ:::h når man er på vejen u:::h when one are on road_the u:::h when you are on the way

at man går efter de rigtige mål, that one go after the right goals, that you aim for the right goals

dem man virkelig har valgt sig. those one really have chosen yourself. the ones you have truly chosen.

Og så også at der er de værdier undervejs And then also that there is those values en_route And then also that there are those values along the way

så man .hh æ:::h holder motivationen so one .hh u:::h keep motivation_the so you .hh u:::h keep the motivation

hos sine medarbejdere og og (.). kommer dertil. in your employees and and (.). come there. in your employees and and (.). reach that place.

Coa: 1→ .hh Hvad beskæftiger hans virksomhed sig med. .hh What engages his company itself with. .hh What does his company do.

Cli: .mt .hhh De beskæftiger sig med rådgivning. .mt .hhh They engage themselves with consultancy. consultancy.

Coa: "De beskæftiger sig med rådgivning." "They engage themselves with consultancy."

Cli: [m: ]

com: ((client nods))
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29. (0.5)

30. Coa: 2→ Din originale indgangsvinkel til virksomheden
       Your originale entrance to company
       Your original entrance to the company

31. Coa: 2→ det var dit personlig netværk [ºer det]rigtigt?= that was your personal network [ºis that]correct?= 

32. Cli: [Jahr ]
       [Yeah ]

33. Cli: =Det er rigtigt.
       =That is correct.

34. (2.0) ((Coach opens his mouth, maybe he does an
35. inaudible inhalation. He removes his gaze from the
36. client and gazes into the middle distance.))

37. Coa: 3→ Hvad tror du (0.4) *øh (0.4)
       What think you (0.4) *uh (0.4)
       What do you think (0.4) *uh (0.4)

38. 3→ [Hvor tror du han kan bruge coaching,
       Where think you he can use coaching,
       Where do you think he can use coaching,

39. com: [((Coach gazes at client.))]

40. (1.5)

41. Cli: Jeg tror han kan bruge det
       I think he can use it
       I think he can use it

42. i i forbindelse med altså...
   in in connection with PTR...
   in in connection to well...

Preceding the three questions (marked with arrowed numbers) the client has been
telling why companies need coaching in lines 1-22. The third question (line 37-38)
asks the client to speculate about where coaching is needed in the company she is
hoping to do business with. This question follows two 'information elicitations',
which establish the ground for asking it. The questions concerning the company’s
core output (question 1) and how the initial contact was established, (question 2)
build the transition from the client’s talk to the third question: asking about the
company’s core services and establishing the validity in how this knowledge was
obtained give way to the hypothetical framed question about the use of client’s
service for her potential clients (question 3). What the client knows about the
company is relevant in terms of later asking what she as a coach can do for the
company. If she was unclear about the company’s line of work more questions
concerning that would be relevant before asking more about her potential role.
The series of questions creates a stepwise transition from the client’s talk to the third question, which opens a new aspect of the topic discussed. The third question shifts the topic from talking about why companies in general need coaching (lines 1-22), to the client’s prospective business partner’s need of coaching in particular. This shift is not only achieved by this question, but by the preceding two questions. The first question in line 23 re‑introduces the specific company by asking about ‘his company’, his referring to the company contact, and by using the definite ‘the company’ in the second question in lines 30-31. The two fact‑seeking questions turn the topic from the client’s talk about companies in general to her specific customer in particular.

The series of questions establish a stepwise entry into the following talk. That is, the seemingly trivial information elicitation questions become a way of getting down to business: The business involving the client and the specific customers she is involved with. The two first questions reintroduce the topic of the client’s prospective customer, the third question reintroduces ‘the use of coaching’ in relation the prospective customers.

The notion of ‘stepwise’ is associated with topic changes, especially related to the transition to and from ‘difficult topics’, such as embarrassing and controversial topics, into the following talk (Jefferson 1984). Jefferson (1988) reports on the stepwise transition into talk about troubles. The stepwise entry into business is similar in that these inquiries function as procedures for getting into a specific line of talk. The questions retrieve themes that are connected to the up‑coming question. However, the stepwise entry is not related to a topic change, but rather a topic shift (Maynard 1980). That is, there is a movement from one aspect of a topic to another, rather than a movement from one topic to another. Accordingly, ‘the use of coaching’ continues to be the issue, but shifts to the use of coaching in relation to the client and her specific customer.

In both excerpts 2.4 and 2.5, the questions seeking particular facts are involved in ‘topical talk’ in the sense that they draw out issues of the matters discussed, and in doing that they are made topically relevant for the following talk. The questions invite characterisations that topicalise one company instead of another (excerpt 2.4) or re‑topicalise a particular company instead of companies in general (excerpt 2.5).

In both cases, it can be said that the trivial information brought forward by these questions is ensuring that the talk is not kept general, but personal. In
excerpt 2.4, the coach is not talking about any potential customer, but a specific company and contact, and similarly in excerpt 2.5. However, the context for these two sequences of questions is different. As shown in relation to excerpt 2.4, the questions bring out information relevant to the coach’s summation, and in excerpt 2.5, they bring the talk back to issues relevant to the client. Accordingly, in excerpt 2.5 the series of questions solves the task of bringing the client back on track, without making it an issue that the client is off track. The fact-seeking questions steers the talk back to the client’s own goal.

### 2.2 Future-Orientation Questions

The second group of questions used significantly in coaching conversations is future-orientation questions. This group of questions have in common that they all deal with future events, related to the goal set in the beginning of the session. The questions ‘place’ the client in a future event by making an inquiry that has the future orientation as its presupposition (Peräkylä 1995:289). They ask the client to describe a future event: either in terms of how she will deal with it or how she foresees it will be. An example of a future-orientation question is seen in excerpt 2.6.

Excerpt 2.6 ICC4_230507

<table>
<thead>
<tr>
<th></th>
<th>Coa:</th>
<th>Hvordan skal den telefonsamtale forløbe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>How shall that telephone conversation proceed.</td>
</tr>
</tbody>
</table>

In excerpt 2.6, the question asks the client about the future event of a telephone call, not as she imagines it to be, but how she wants it to be. The question does not seek specific factual knowledge, but instead it creates the space for the client to consider aspects of the task at hand, she might or might not have thought about, and might or might not know.

As with the type-I questions, the future-projecting questions can be part of longer exchanges, either as a series of questions together with type-I questions or with other future-orientation questions. Furthermore, the future-orientation questions can form complex structures. These complex question-answer sequence are designed question — declarative component — question redone, and the complex question-answer sequences fall into two groups. The first deals with possible difficulty in responding. These sequences typically contain a grounding statement linking the preceding question to the wider context of the interaction,
and a second version of the initial question, both occasioned by the absence of response from the client. The second group of the complex questions are designed so they contain advice and/or evaluation. The advice can either be integrated in the question as a parenthetical or be latched onto a question. This section will look at the different aspects of the type-II questions in turn.

In excerpt 2.7 the future-projection question in excerpt 2.6 is presented in its context.

Excerpt 2.7 ICC4_230507

1 Coa: .hh Og så nåede vi frem til .hh And then reached we forward to .hh And then we reached the point
2 at jeg spurgte dig, så ville du ringe til ham. that I asked you, then would you call to him. where I asked you, then you would call him.  
3 Cli: Mhm:
4 (2.2)
5 com: ((client starts nodding while uttering "Mhm:" and continues during the pause. After the last nod she moves her head slightly forward))
6 Coa: Hvordan skal den telefonsamtale forløbe. how shall that telephone conversation proceed. How shall that telephone conversation proceed.
7 Cli: °Ja° °Yes° °Right°
8 com: ((Client moves gaze from coach after "°ja°", gazes into the middle distance))
9 (0.4)
10 Cli: .huhuh hhhhh
11 (0.2)
12 Cli: Krhm: .mt Altså det ø:hm:. (0.2) som som Krhm: .mt PRT that e:hm:. (0.2) which which Krhm: .mt Well that e:hm:. (0.2) which which

5 The English translation may be grammatically unclear as indeed is the Danish original. My understanding of lines 1-2 is that the coach is summarising an earlier meeting when he asked the client a question to which she answered that she ‘would call him’ - him being a potential customer. In the coach’s turn he omits the question from the summary. I understand the meaning to be along these lines: ‘And then we reached the point where I asked you [what you would do and] then [you said] you would call him’.
The client has decided to call the company contact, and in line 8 the coach asks how that phone call shall proceed. This future-orientation is accentuated in the shift from the backtracking to the question. In line 1-2, the coach is coming to the end of the backtracking. ‘And then’ marks the following as the next step in the outlining of past events, which are marked by the past tense of the verbs ‘reached’ and ‘would’. The shift to future is expressed in the verb phrase ‘shall proceed’ in the question in line 8. The verb ‘shall’ stresses that the enquiry is about how the telephone call is going to be. The coach is not asking the client to describe a possible course of events, but rather determine what she wants to happen. The use of ‘shall’ substantiates the client’s commitment to solve the challenge put forward in the question, as well as affirming the challenge as something the client is capable of determining how she wants done. In that sense, the future event is not presented as a hypothetical world even though it addresses issues that have not yet happened. It is rather presented as a future event that the client can determine here and now. The future-orientation question invokes a future world, and by making an inquiry about it invites the client into that future.

The future-orientation question in excerpt 2.7 has a simple syntax, similar to the type-I questions: It is a single wh-interrogative question. That this question has a very different function is seen in the response. The client’s immediate response is delayed, compared to excerpt 2.4 and 2.5, where the answers follow straight after the question. In excerpt 2.7, the client first responds with a ‘right’ (line 9), which does an acknowledgement of the task presented by the question. Following, in line 12-14, there is a gap and a deep in-breath, while the client moves her gaze from the coach, starring into the middle distance; and the turn-design of the response in line 15 with the throat-clearing, ‘Krhm::’, the hesitation marker ‘æ::hm::’, and the interjection ‘Well’ shows the client is making a run-up for a

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6 The Danish verb ‘skal’ in the present tense expresses a future action, as the present tense is regularly used to express future in Danish (Arndt: 1997:188-189).
longer turn at talk. The client displays her understanding of the future-orientation question as seeking a longer account of her future action: From line 15, she initiates this account, throughout which the coach also shows that the client’s response is indeed appropriate by refraining for taking a turn during the client’s account. (See appendix 1 for full account.) This question is not just seeking factual information that can be delivered in a short next response.

Excerpt 2.8 is another example of a future-orientation question, here in a more complex turn-design.

Excerpt 2.8 ICC4_230507

1  Coa:  <Hvad vil du [bruge] (1.0) °*øh°
        What will you [u:se] (1.0) °*eh°

2  com:  (((Coach turns his head slightly to the left towards the client. No eyecontact))

4  Coa:  Hvad vil du bruge af argumenter
        What will you use of arguments
        What will you use as arguments
        [overfor Jimmy Johnsen.
         towards Jimmy Johnsen.

6  com:  (((coach turns his head / gaze on the client))

8  Coa:  For at få det møde.
        For to get that meeting.
        In order to get that meeting.

10 Cli:  .hhhhh hhhhh

12 Coa:  Hvad vil du sige?
        What will you say?
        What are you going to say?

14 Cli:  Altså:: først så vil jeg jo præsenterer mig.
        PRT first then will I ADV present my self.
        We::ll firstly I will present my self you know.

16 Coa:  [*Ja°
        [*Yes°]

17 Cli:  [Og ] sige det er Caroline,=
        [And ] say it is Caroline,
Prior to excerpt 2.8, the coach and client have established the goal for the coaching session: The client has to figure out how to secure a meeting with the company contact. In excerpt 2.8, there are two future-orientation questions. The first in line 1 and 4-5 is asking for arguments the client can use in order to secure a meeting with her prospective customer. Instead of asking ‘which arguments will you use’ the question is formulated as ‘what will you use as arguments’. Using ‘which’ would front ‘the arguments’ and thereby topicalise them. By using the what + preposition phrase the acting client is fronted and emphasised.

After a gap, an increment, and another extensive gap — only suspended by an inhalation and a sigh from the client — the coach asks the second future-orientation question. The second question (line 12) — formulated after not getting an immediate response — is asking simply what the client will say. Both questions project a future event where the client is talking to her prospective customer.

By asking ‘what are you going to say’ in the second question, the restriction on the account the question asks the client to make, is changed. Compared to the first question, the assignment is changed from specific to general. By asking ‘What will you use as arguments towards Jimmy Johnsen’, the client is asked to identify arguments that will persuade the company contact to have a meeting with her. The future scene this question is projecting is one of how the client can convince the company contact to meet. This question, accordingly, focuses very specifically on one aspect of securing a meeting. The second question simply asks for a description of what the client is going to say. The future event is left unrestricted; it is not set up as a specific event requiring specific actions.

The reformulation of the question seems to place the client in the actual future situation where she can act out what she is going to do. Her response is literally saying what she would say to the company contact on the telephone, starting with the presentation of herself in lines 17 and 19.

Compared to excerpt 2.7, excerpt 2.8 has quite different sequential features. The future-orientation question in excerpt 2.7 is simple and straightforward, but in 2.8 it is part of a complex structure of question – background information/clarification – question reformulated. In excerpt 2.8, the increment in line 7 and the second question are occasioned by the absent response of the client, and as such these orient to a possible difficulty in answering. As the increment is
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grounding the first question in the previous context – i.e. grounding the question in the goal of securing a meeting – and the second question broadens the response possibilities, they seem to attempt to amend these possible difficulties. Excerpt 2.9 shows a similar example.

Excerpt 2.9 ICC4_230507

1 Cli: =Og d- det- det tror jeg er et sted =And th- that- that think I is a place =And th- that- that I think is a place

2 hvor hvor (0.5) sådan nogle where where (0.5) such some where where (0.5) such

3 Cli: rådgivningsvirksomheder [har problemer måske. counselling_companies [have problems maybe. counselling_companies have challenges maybe.

4 com: [((coach uncrosses his legs, leans towards the client and stretches out his hands.))

7 Coa: Hvilke spørgsmål kan du [bruge til ((12.34)) Which questions can you [use to

8 com: [((coach sits back in his chair))

10 Coa: at afdække (. ) hans behov. toINF identify (. ) his needs. identify (. ) his needs.

11 Cli: .hhuuhhh woaw [hhhhaha[hahaha

12 com: [((Client leans back in chair and places hands over her face while laughing (leans forward toward coach))

16 Cli: [tsk [.hhhh æ:::hm:::: .hhhh

17 com: [((Client does a thumbs up (sits back in her chair))

19 Coa: [Du nævner jo selv [You mention ADV yourself You mention yourself

20 com: [((Coach picks up pencil and hold out his hand in front of his chest as he speaks))

22 at du vil ramme hans værdier that you will target his values that you will target his values you know

23 men hvilke spørgsmål kan du komme til but which questions can you come to
but which questions can you use at to identify those .hh the values of the company

and his problems with.

Which questions can be (0.8) can open him up,

[Coach lets his hands fall in his lap.]

I have little- (0.3) PRT I have I have s::

I have a little- (0.3) Well I have I have s::

In excerpt 2.9, the future-orientation question is reformulated 3 times over 2 turns. The first question, in lines 7 and 10, asks the client to identify questions that will help her in identifying the prospective customer’s needs. The client’s response is a deep inhalation, a ‘woaw’, laughter, and a thumbs-up gesture, while quite markedly first moving back in her chair, then forward and then back again, as if she is taken aback by the question (lines 11-18). Again similar to excerpt 2.6, the client’s response clearly shows that this question requires reflection and consideration. It is to be answered by giving an account of a future event, and not just a short specific answer.

As the client’s initial response did not provide an answer, the coach then pursues an answer by reformulating the question twice. The first reformulation in lines 19 and 22-25 is a compound construction where the first part of the turn is referring to the client’s earlier talk, and the second part, an wh-interrogative, asks about how the client can identify company values and problems. In the first part of the second question, the coach refers to the client having mentioned that she hopes to target his values, and the question asks about the company’s values. The reformulation therefore makes clear the connection between the initial questions and the client’s earlier talk, and this connection is established as the turn unfolds. In line 24, the coach repairs his turn: Initially he reuses the first question construction ‘which questions can you use to identify those .hh’ but then replaces the plural pronoun ‘those’ by ‘the company’s values’. The question could
have continued as the first question, completing the noun phrase with ‘those needs’, but instead the question is being matched to the reference back to the client’s talk by the phrase ‘the company’s values’. As a result, by referring back to something the client said earlier, the coach links the question to the client’s own talk7.

The third question in line 26 follows immediately after the second, and presents a second reformulation of the initial question. This time ‘questions identifying needs, values and problems’ is rephrased as ‘questions, which can open him up’. Again as in excerpt 2.8, a much less specific task is given the client by this question, and likewise the second question is occasioned by the absence of an answer.

In excerpts 2.7-2.9 the future-orientation questions are part of simple or more complex structures. In excerpt 2.7, a single future-orientation question was asked. It was asked after the coach’s summarising backtracking, which led up to the event the question asks about. As such, the stage for the future orientation was set immediately prior to the question bridging any inferential distance there might be for the client in answering the question. The world of the future event is set up by the backtracking done by the coach, where the client is led to the moment of doing the phone call. As Peräkylä (1998:271-272) writes about future-oriented questions in AIDS counselling they are occasioned by setting up a scene so the future realm is introduced step-wise into the conversation. The placement of the question in line 8, excerpt 2.7 after the backtracking is essential in making sense of the question, and doing a summary can accordingly be seen as a way of leading the participant towards the future scenario.

As excerpts 2.8 and 2.9 show, this is not the only way to create the link between the future-orientation question and the present/immediate context. In excerpts 2.7 and 2.8, the link is done after the first future-orientation question is asked, making the question sequence structure more complex. Responding to silence with either an increment or by referring back to previous talk can be

7 Furthermore, referring to the client’s previous talk can be seen as having a legitimising function as well. It justifies the question in connecting it to the client’s own talk, and as such marks that it is aiming to help the client do something she has mentioned as important. The emphasis on the client’s ownership of the issue raised in the question is also emphasised by the use of the Danish ‘jo · you know’ and ‘selv · yourself’. ‘You yourself’ emphasises the ownership of the talk referred to, and the Danish ‘jo’ characterises the utterance as something obvious, knowledge shared by the participants.
seen as two different devices for linking a future assignment with the present interaction.

2.3 Hypothetical Questions

Hypothetical questions are similar to future-orientation questions in that they have a strong sense of future-orientation. Hypothetical questions ask about the client’s actions in relation to a yet-to-be world, but they are specifically asking the client to hypothesise about the future issues brought forward in the interaction. These questions set up a hypothetical world by using verbs such as ‘think’ and ‘imagine’ to call for the client’s reflections. The questions call for a speculation that removes the constraint of actually knowing the answer.

The third question from excerpt 2.5 above shows a hypothetical question, here reproduced as excerpt 2.10.

Excerpt 2.10 ICC4_240507

1  Coa: 1→ .hh Hvad beskæftiger hans virksomhed sig med. .hh What engages his company itself with. .hh What does his company do.
2  Cli: .mt .hhh De bes- øh skæftiger sig .mt .hhh They en- uh gage themselves .mt .hhh They do
3  med rådgivning. with consultancy. consultancy.
4  Coa: *De beskæftiger sig med rådgivning.*)° *They engage themselves with consultancy.*)° *They do consultancy°
5  Cli: [m: ]
6  com: ((client nods))
7  (0.5)
8  Coa: 2→ Din originale indgangsvinkel til virksomheden Your originale entrance to company_the Your original entrance to the company
9  Coa: 2→ det var dit personlig netværk [°er det ]rigtigt?= that was your personal network [°is that]correct?=°
10 Cli: [Jahr ] [Yeah ]
11 Cli: =Det er rigtigt. =That is correct.
12 (2.0) ((Coach opens his mouth, maybe he does an
In excerpt 2.10 the client is asked about the use of coaching, which is the service she is offering the company she is hoping to do business with. The question is introduced by the verb ‘think’ (line 15-16), and accordingly, it is not asking where the company can use coaching but where the client imagines coaching to be useful.

The question is formed as a wh-interrogative. The coach repairs his initial attempt, changing the interrogative pronoun from ‘what’ to ‘where’. This changes the presupposition of the question: asking ‘what’ seeks an account of why coaching in general is useful, asking ‘where’ presumes coaching to be useful and seeks identification of areas within the company where it may be useful. The first interrogative structure addresses issues in relation to coaching, the second interrogative structure addresses issues in relation the customer.

The client frames the response accordingly, using the same verb. Not only does the question design set the stage for the speculation, the response constructs the hypothetical world, in which this assignment is to be solved.

In excerpt 2.11, a hypothetical world is likewise set up by the use of the verb ‘imagine’.

Excerpt 2.11 ICC4_240507

1  Coa: [.mt .hh (Hvo- hva-) Forestiller du dig [.mt .hh (Whe- Wha-) Imagine you yourself [.mt .hh (Whe- Wha-) Do you imagine
2  com: [[(Coach lifting his right hand so both hand are 3 raised in front of his chest slightly pointing 4 towards the client.))]
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at at "at åh" (0.7) din hjælp
that that "that uh" (0.7) your help

til ham er er projektorienteret?
to him is is project oriented?

(1.6) ((Client looking intensely at coach))

Coa: Forestiller du dig at du kan være
Imagine you yourself that you can be
Do you imagine that you can be

‘n en s:upport *åh for en projektgruppe
a a s:upport *uh for a project-group

(. ) i hans virksomhed der øger
(. ) in his company which increase
[ (.] in his company which will increases

kommunikationen når du hjælper.
communication the when you help.
their communication when you help.

(1.0)

Cli: "mm"

com: ((Client sits up straight not leaning as much
forward towards the coach as before.
Gaze shifts from coach to the middle distance.))

(2.0)

Coa: Hvordan forestiller du dig at at (0.2)
How imagine you yourself that that (0.2)
How do you imagine that that (0.2)

at at din måde at give ham hjælp på
that that your way to give him help on
that that your way of helping him

skal foregå,=Er det .hhh overordnet
must be, =Is it .hhh overall
will be,=Is it overall

for hele firmaet, eller kan det v-
for entire company the, or can it b-
for the entire company, or can it b-

>er det< projektorienteret.=Hvordan forestiller
>is it< project oriented. =How imagine
is it project oriented. =How do you imagine

forestiller du dig at at [din indsats
imagine you yourself that that [your performance
do you imagine that that your performance

Cli: [.hhh

Coa: kan være målbar for ham,
can be measurable for him,
In excerpt 2.11, the coach asks the client how she is going to work with the prospective customer. This question is reformulated 4 times: In lines 8-11, in 18-20, and in line 22-23 and 25. In lines 8-11, the coach reformulates the first question as another yes/no interrogative. In lines 18-20, the coach reformulates the question as 'how do you imagine', a wh-interrogative with a latched alternative interrogative, and in 22-23 and 25 the question is presented again as 'How do you imagine that your performance can be measurable for him,'. Despite the extensive reformulation all the questions in this excerpt use the verb ‘imagine’, and insistently revoke the future hypothetical world.

The third reformulation, the how-interrogative (lines 18-20) changes the constraints of the response: it seeks an account for how the client is going to be a support for the company. As such, the how-interrogative opens up the possibility of the client giving her own account of her role in the company, compared to either confirming or rejecting the proposed roles displayed by the yes/no-interrogatives. The alternative interrogative latched onto the third version of the question presents two possible answers, and as such, it explicates two response-options for the client. It guides the client as to where the coach is going with the question. Accordingly, several measures are taken in remedying any difficulty there might in responding.

Also the turn-design of the third and fourth question suggests that work is being done to secure a response. The speaker-transition is cancelled by latching the three final questions together: the alternative interrogative in lines 20-22 is latched to the how-interrogative in line 18-20, which itself is latched to the final how-interrogative in line 22. The coach completes his turn when the client, in overlap with the final question, makes an audible inhalation showing a readiness to respond (line 24). The client overlaps with an inhalation, even though the turn is clearly in progress, projecting a following subordinate clause. This shows that the client orients to the pursuit of a response and by signalling readiness to take her turn, the client brings this pursuit to an end. Accordingly, by its placement in the
middle of a recognisable ongoing turn, the inhalation substantiates that the design of the latched questions is understood as a means to secure a response.

As seen in excerpts 2.8 and 2.9, the extensiveness of the question is occasioned by the lack of response from the client, and likewise for each step the question is explicated. The second yes/no-interrogative specifies ‘your help’ from the first question as being ‘a support’ in the second version of it; and likewise, ‘project-oriented’ is explicated as being a support ‘for a project-group (.) in his company which will increase their communication when you help.’ The elaborations serve as an explanation of any unclarity that might have been in the previous questions.

Hypothetical questions have a sense of a future orientation, and ask the client to speculate about how she will act in the hypothetical future. Compared to question-type I, and also the future-orientation questions, these questions show that the client is not presumed to have the knowledge sought by the question. The question displays the assumption that the client might not have the knowledge, but that she can find an answer through speculation. By setting up a hypothetical question, it makes it possible for the client to give an answer, whether or not she actually knows. This does not mean, as clearly demonstrated in excerpt 2.11 that it makes it unproblematic for the client to respond. The first question is a yes/no-interrogative. Even though the yes/no-interrogative in its design makes a yes/no-answer relevant and sufficient, the lack of response shows that the client cannot answer. The constraint of the question requires more than an ‘off the top of my head’ answer.

2.4 Giving Advice and Direction

Coaching is predominantly conducted through question-answer sequences. This section will show how actions such as advice-giving, evaluating and directing are accomplished through question-answer sequences. In excerpt 2.12, the coach responds to a similar lack of immediate uptake by the client by restating his question, as seen in the excerpts above. However, here he aids the client’s sense making by providing a reason for his question before restating it. Giving the reason also has an advisory function.

Excerpt 2.12 ICC4_230507

1 Coa: .mt .hh [Hyvordan kan du: æ:h] (0.5) (13.52)
   .mt .hh [How can you: u:h] (0.5)
The client has sent out brochures to prospective customers telling about the services she offers, and in line 1, the coach initiates a question concerning how the client can supplement the information she has already provided to the customers in the brochures.

After two abandoned question-turns in line 1 and 4, the coach completes a question in line 8. The abandoned questions initiate repair of the interrogative formats used: first a how-interrogative (line 1) is repaired to a yes/no-interrogative (line 4), which then is repaired to the complete how-interrogative. The difference between asking ‘can you’ and ‘how can you’ lies in the constraints it places upon the response. In asking a yes/no-question, a sufficient answer would be a confirmation or rejection i.e. either a yes or a no. In asking ‘how’, the participant is asked to give an account of how what is being asked about should be done. The difference between the possible responses is accordingly one between assertion and demonstration⁸. Furthermore, asking ‘how’ presupposes that the client can

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⁸ A positive response to a yes/no-question often entails further talk explicating what the ‘yes’ is confirming. In the case above, a yes-response to the yes/no-interrogative would typically introduce further talk about how. It is as if the yes/no-interrogative projects a following how, that is, if the responding participant would not continue by herself with answering how, the next question would
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supplement her brochure, and therefore, it avoids the possible rejection a yes/no-interrogative entails. Just as latching interrogatives together, as in excerpt 2.11, repair can be a means of changing the constraints under which a response is to be given.

After no immediate uptake from the client after the completed how-interrogative in line 9, the coach and client simultaneously begin the next turn. The client does an inaudible, but not invisible inhalation in line 10, and the coach continues with a statement giving the reason for the question in line 11, before restating the question in line 12. The reason for asking in line 11 is done as a continuation of the first question. It is introduced by ‘so’ linking the turn to the prior question: line 11 adds that supplementing the brochure is to be done in order to avoid just reading from it. As such, the reason for asking constitutes not only that, but also becomes advice, though indirect.

Even though a reason for asking can be added after the completion of a question-turn, the possibility of a speaker-shift can be a challenge: and maybe even more so when dealing with questions, which have a strong response-eliciting force. A means to secure that the client does not begin her turn before advice or direction is given is by constructing the questions with parentheticals. The following two exchanges, excerpts 2.13 and 2.14, show cases where the coach provides reasons for asking embedded in the question construction. In these excerpts, the complex question constructions are not occasioned by the pursuit of a response. As the embedded information is not triggered by anything in the interactional context, it seems to be doing something different than linking the questions to the prior context in aiding the client’s sense making. The parentheticals have an advisory function: Indirectly, they evaluate or recommend specific steps of action to the client. In excerpt 2.13 and 2.14, the parentheticals are marked by grey, and arrows mark the question-initiations and question-resumptions.

Excerpt 2.13 ICC4_230507

1     Coa: →  Kan du forestille dig en måde [INDe:n (.]

almost certainly be how. It could even seem deliberately rude just to answer yes, as if the participant did not fulfil the interactional requirements posed by the question. As such, the responses to a yes/no- and a how-interrogative are not necessarily that different, in the sense that yes/no-interrogatives can function and are recognised as being a pre-sequences to how-interrogatives.
Can you imagine a way before (.).

Can you imagine a way before (.)

(((coach moves his hands to his right and holds them there))

du kommer med den æ::h med den med remsen.
you come with that u::h with that with speech the.
you come with the u::h with that with the speech.

(0.6) ((Coach fixing his eyes on client))

Cli: M:m[:

Coa: [Som du nævnte lige før, Which you mentioned just before, Which you just mentioned,

Cli: Ja

Yes

Coa: [.hh Kan du forestille dig en måde [.hh Can you imagine you a way [.hh Can you imagine a way

com: [((Coach moves hands back to initial position in front of his chest))

Coa: hvor du kan spørge ind til ham på? where you can ask in to him on? in which you can enquire about him?

(0.4)

Coa: Være nysgerrig overfor ham omkring (0.7) ø::h Be curious toward him concerning (0.7) u::h

Be curious about him concerning (0.7) u::h

hans[: øh problemstillinger, his[: uh challenges,

Cli: [Ja [Yes

Coa: han[s virksomheds pro[ºblemstil]linger°= hi[s company_GEN chal[ºlenges° ]= the challenges of his company

Cli: [Ja [.hhh Ja ] [Yes [.hhh Yes ]

Cli: =Altså

=PRT

=Well

(3.0)

com: ((client open mouth and closes it again))

Cli: .mt hm:::

(2.0)
The client has been outlining possible ways she can present herself and her company such that she can secure a face-to-face meeting with a prospective customer, and in line 1, the coach introduces a question relating to this presentation. The question is a yes/no-interrogative with a parenthetical sequence inserted between the two parts of a projected compound question. In line 1, after the coach asks: ‘Can you imagine a way’, an adverbial clause: ‘BEfo:re (.) you come with the u::h with that with the speech.’ and a relative clause ‘Which you just mentioned,’ are inserted, before the coach returns to the question in line 9. In line 9, the coach repeats the initial part of the question before making a first completion in line 12. The return to the question is marked by the coach’s gestures, his hand returning to the same position relative to his posture before the parenthetical.

The parenthetical is marked as such by its placement in a turn that is recognisable as incomplete. The first part of the question in line 1 is an unfinished grammatical unit. ‘Can you imagine a way’ is a main clause projecting a following subordinate clause. Further markings are the increased stress and amplitude on the first and last word of the adverbial clause ‘BEfo:re’ and ‘speech’.

Schegloff notes that parentheticals form an independent sequence not adding to the anchor sequence (in this case the question-answer sequence) as an insertion or an expansion would do (Schegloff 2007:241). That the parenthetical is oriented to as something requiring a response is seen in the client’s acknowledgement tokens in lines 6 and 8. The responses themselves, being minimal, show the client’s analysis of this as a parenthetical: that is, there is no speaker transition. The manner in which these acknowledgments are achieved shows how the responses are interactionally acquired. The delivery of the first acknowledgement ‘M:m’ in line 6 is delayed, and the coach’s following relative clause is done in a slight overlap with – or at least latched onto – the acknowledgement. The relative clause is an expansion of the parenthetical, the relative pronoun ‘which’ referring to ‘the speech’, and as such it re-occasions a response to the parenthetical. Accordingly, the expansion of the parenthetical is occasioned by the delayed acknowledgement and by expanding the parenthetical another response is made relevant and following achieved in line 8.

A similarity between excerpts 2.12 and 2.13 is that the parenthetical has an
advising function, but the parenthetical in excerpt 2.13 also has a sense of evaluation: by suggesting that something should be done 'before' the presentation, which the client has been outlining, the matter of timing is presented as relevant. By suggesting another order of things said, the coach indirectly evaluates the plan of action presented by the client and asks her to find a way to amend it. The sense of evaluation is also conveyed in the lexeme used to describe the presentation the client will make. The Danish lexeme 'remsen – the speech' in line 4 has connotations of 'babbling'; of going on and on until no one listens. The parenthetical, accordingly, does more than advice, compared to excerpt 2.12 it bases the advice on a review of a proposed plan of action.

As the incomplete question broken up by the parenthetical is recognisable as incomplete, it projects what it takes to be complete, and as such it is possible for the client to know when to respond. The parenthetical can be seen as a device to avoid the speaker transition that could occur, if whatever is said in the parenthetical had been done before or after the question it is embedded in. By constructing the question with the advice-giving parenthetical, the coach ensures that the client only responds after the reason for the question is given, and also after the advice is given indirectly.

Excerpt 2.14 shows an even more complex example: a wh-interrogative is latched to a yes/no-interrogative, the wh-interrogative itself contains a parenthetical.

Excerpt 2.14 ICC4_230507

1 Coa: → .hh [Kan du vise din egen (.) faglige
 .hh [Can you show your own (.) professional

2 com: (((Coach raises both hands from the notes and holds
3 them stretched out in front of his chest))

4 → baggrund (0.2)undervejs her.=°Hvordan Hp
background (0.2) during here.=°How Hp
background (0.2) during this.=°How

5 Coa: °[kan du:° (.hh) >For< du sidder jo
 °[can you:° (.hh) >Because< you sit ADV
 °can you:° (.hh) >Because< you are you know

6 com: (((Client turns gaze away from coach looking down
7 and turns head slightly to her right, turning
8 gaze towards the notes on the table.))

9 og fortæller om en masse her,
and tell about a lot here,
telling a lot here,
The coach asks the client how she can show her professional background when talking to her prospective customer. The question in line 1 and 4 is formed as a yes/no-interrogative, where the transitional relevance is cancelled by the wh-interrogative being latched onto it. In this how-question, a parenthetical is inserted between the subject ‘you’ and the main verb ‘show’, projecting that the other half of the verb phrase and also a following predicate are needed to complete the question. This parenthetical introduces a reason for asking the question that frames it. It is introduced by ‘because’, marking the parenthetical as a cause for the question. In line 15, the coach returns to the question also in a similar way to excerpt 2.13: he repeats the part of the question already said in line 4, and the return to the anchor sequence is also marked in both instances by the coach’s gestures, his hand returning to the same position relative to his posture as before the parenthetical.

Because a completed yes/no-interrogative precedes the how-interrogative, the client knows what the uncompleted question is about before it is completed. This can explain the readiness to answer the to-be-completed wh-interrogative already
in line 12 and 14, where her repeated yes’es and shift of seating position function as speaker pre-shift tokens, displaying an eagerness to respond.

As mentioned, the parenthetical clarifies the reason for asking the question. The questions in excerpt 2.14 introduce the client’s educational background as a topic. Prior to this excerpt, the coach and client have been planning how the client can present herself in a telephone conversation with the company contact of her potential customer. Her professional background and the importance of it have not earlier been mentioned. Again, the reason for asking becomes an indirect advice-giving: the coach shows that he finds it advisable for the client to make clear her professional background. As such, excerpt 2.14 is similar to both excerpt 2.12 and 2.13, but also different from excerpt 2.13 because it does not have any evaluative function in relation to the client’s plans. The advising function of the sequence is also substantiated in the shift from the initial yes/no-interrogative to the following how-interrogative. The importance of telling about the educational background is upgraded with the how-interrogative: asking the client for an account presupposes that the educational background should be told about.

A further aspect of the design of the parenthetical: ‘Because you are you know telling a lot here’, is that it attributes the reason for the questions about the client’s educational background to what she herself has been telling. Even though, the coach has raised this issue and thereby ascribed it importance, the parenthetical is designed to show that the question and the reason for it have sprung out of the client’s own talk.

Advice giving can also be done in a clearly directive manner. In excerpt 2.15, the coach advises the client through a series of questions.

Excerpt 2.15 ICC4_230507

1 Coa: 1→ Hvor lang tror du
    How long think you
    How long do you think

2 1→ den telefonamtale kan blive,
    that telephone_conversation can become,
    that telephone conversation can be,

3 Cli: Den bliver nok meget kort [egentlig].
    It becomes probably very short [actually].
    It will probably be very short actually.

4 Coa:  [Ja]
    [Yes]
Prior to this excerpt coach and client have (re)established that the client wishes to arrange a meeting with her prospective customer, and that she wants to achieve this by calling the company contact.

In lines 1-2, the coach asks the first question in a series of three, where the first and second question establish the grounds for asking the third. The
first question is a leading question, strongly displaying its preference for a specific answer. The second question explicates what inevitably follows from the first question sequence, and both question sequences give way to the third question, which presents the client with a task, she should solve on the basis of the knowledge made explicit by the first two sequences. Accordingly, through this series of questions the client uncovers some information that is seen as relevant in relation to the task of securing a meeting when calling her prospective customer.

In the first question in line 1-2, the coach asks the client to consider how long she thinks the telephone call to the company contact can be. In this question, the issue of the length of the telephone call is introduced as a topic. The question is pointing out a time aspect of calling the company contact that the coach finds important. In linguistics the term ‘conducive’ is used for such questions (Koshik 2005:10). The question is calculated to produce a specific answer. The notion of preference within CA also captures that this question is set up to prefer an answer that aligns with the preference of the question. The question asks ‘how long’ and the response is ‘very short’. This aspect of opposition suggests the question hints an answer opposite to its own description. Koshik (2002:1851) calls these question ‘reversed polarity questions’ because “they are treated by recipients as conveying an assertion of the opposite polarity to that of the grammatical form of the question.”, just as the client does here. Both lexical choices and pronunciation features construct the preference of the question: In the first question, the stress marking on ‘long’ and the verb phrase ‘can be’ constitute such features. By asking how long the call can be, the coach displays the telephone call as having an inherent optimal length. In comparison, if the coach had used the phrase ‘will last’, the length of the telephone conversation would have been displayed as something defined by how much the client wanted to say. This implies that the length of the telephone conversation should not be defined by the amount of talking to be done but by an optimal length.

In line 3 the client responds that the telephone call: ‘will probably be very short actually’, which shows that she understand the preference of the question as seeking an ‘opposite answer’. Also following the coach’s agreeing ‘yes’ in line 4, the client specifies and upgrades this assertion by defining ‘very short’ as meaning 5-10 minutes, and by adding the emphatic ‘tops’. That the client's response provides a description of the telephone call that is opposite to the
description in the question, is displayed in the design of the answer. The adverb ‘actually’ marks it as an amendment compared to any prior conceptions of the phone call. Clift’s research (2001:258) shows that a turn-final ‘actually’ is “regularly used to mark turns produced in response to, and in contrast with, a prior assertion”. The client’s analysis shows the first question to prefer an answer opposite of what it asserts and this analysis is furthermore confirmed in the coach’s agreement in line 4.

In the second question in lines 6-7, the coach asks which implications the client’s answer has in relation to her proposed plan of action. The question forms a conclusion on the basis of the prior sequence and is designed as ‘a next’ by the use of adverb ‘then’. The question is rhetorical in the sense that it is not as much seeking information but conveying an assertion. Accordingly, when the coach asks ‘So how much time do you think there is to go over brochures and such’ the question implies not only that there is not much time but that there is no time, which is the answer the client gives (line 8 and 10). As such the second question is more directive that the first.

The classical linguistic definition of rhetorical questions is that they do not require an answer, because the answer is already implicitly given in the assertion they convey (Quirk et al 1985:825). As seen in the client’s response this is not the case. The client does produce an answer, which confirms the conclusion the question poses, and which moves the interaction along.

Again, the client gives a preferred response, and it is even similar in its design with the adverb ‘really’ in line 10, functioning as ‘actually’ in the first response. Additionally, the Danish ‘jamen’ also displays the client’s understanding of the question as preferring an answer opposite of what it is asking. ‘jamen’ is one word, contraction of ‘ja-yes’ and ‘men-but’. In the glossing of line 8, it is written as such, but the translation is done as ‘well’. The reason for this is that it does not, in this context, function as preliminary agreement followed by a contrast marker introducing a disagreement. ‘Jamen’ relates to the cross-cutting preferences of the question. It introduces a sentence that expresses agreement with the stance of the speaker of the previous turn but not the stance of the turn itself. The ‘jamen’ in this context seem to capture the rhetorical nature of the question: expressing opposing stances. This is perhaps not captured by the translation to ‘well’, but the better so than with yes but.

The first question suggests a restriction in relation to the call the client has to make, the second presents a conclusion, which is also amending the client’s
proposed plan of action. The result of the question-answer sequences is that the plan for the telephone conversation that the client had devised is not applicable. That is, the line of questioning so far has made the client discard her initial plan and positioned her to make a new plan. This is what the third question in the series addresses.

In the third question (lines 11-14 and rephrased in line 16), the coach asks the client how she can secure a meeting with the prospective customer, now that she has discarded her original initial plan. This question is also constructed with the adverb ‘then’ underlining the step-by-step transition from one question to another. The question is designed such that it addresses the time issue (line 13-14). The client’s estimate of the call of ‘five to ten minutes’ becomes, in the words of the coach, ‘five maximum nine and a half minutes’. The simple act of reintroducing the time issue emphasises its importance, and the exaggerated precision highlights it. In a sense, the nine and a half minute can be said to be a precise version of ‘ten minutes tops’, because adding ‘tops’ implies that ten minutes is stretching it. Additionally, the (exaggerated) precision draws in to the final question the premise previously arrived at.

The question addresses a future event. This future event is acted out in the reported speech in lines 13-14, where the coach enacts the role of the company contact agreeing to meet the client. This enactment sets up the future event of the client having achieved the purpose of her call. As such, it conjures up the situation of the client having achieved her goal and then gives her the assignment – in the form of the question – of telling how she got there.

In excerpt 2.5, a series of three questions were asked, where the first and the second question opened up for a third. In excerpt 2.5, the first two questions, seeking factual information, led the way to a hypothetical question. In the excerpt above, two questions also led the way to a third future orientation question. However, the use of leading and rhetorical questions makes excerpt 2.15 quite different. Through a series of questions and answers, the client gets to a position where she can rethink her initial plan, and come up with alternative approaches. By this question series, the coach advises and directs the client about how to conduct herself appropriately.

2.5 Summary & Discussion

The question sequences presented in this chapter are divided into three overall types. Question-type I are questions seeking factual information; they are ‘pure’
information elicitations. Question-type II are questions asking the client to reflect about a future event which along with question-type III, the hypothetical questions, evoke a hypothetical or future world and bid the client into that world with the enquiry of the question.

All question types can stand alone, they can work together in series of sequences, where the first questions make the way for the following. The questions can have complex structures that contain an advising or evaluating element, typically given as the reason for posing a specific question, or they can be directing the client to rethink plans of action.

The salient difference between ‘the information elicitations’, the future-orientation questions and the hypothetical questions is the assumptions concerning the ease of answering the questions display. The information elicitations display the assumption that the client has the answer, the future-orientation questions display the assumption that the client can find an answer, and the hypothetical questions display the assumption that the client does not have an answer but will be able to find one.

When the use of future-orientation and hypothetical questions are prevalent in coaching, it is because coaching sessions deal with issues not yet realised. The strong focus on the goal and on figuring out how that goal can be realised make dealing with future issues central to the interactions. Another aspect of the coaching approach, which might relate to the saliency of these questions, is the underlying view of human potential. It is assumed that the clients are capable of finding the solution to their challenges, or of finding out how to reach their goals. The foundational view of human nature is that humans have the potential to do and realise whatever is wanted. However, for the client to know that anything is possible, the coach can help the client unpack untapped potential. One essential task for the coach is to ask questions that reflect this basic premise of the approach. The coach has to ask questions so that the client will know that s/he knows, and so that the client can come to know, when she offhand does not. The future-orientation questions, whether hypothetical or not, invite the client to co-construct a future event or world where she knows what it takes to realise her goals.

Excerpts 2.12-2.15 show that actions such as advising and directing the client can be done through question-answer sequences. Again, doing advising and directing in such a more or less indirect manner shows how the participants orient to asking question as the way in which coaching is conducted.
The questions incorporating advice, evaluation, and direction into the turn-taking structure of question-answer sequences are quite coercive devices for the coach to use in giving advice etc., because of the strong preference structure of the question-answer sequences. That is, when the client answers the question, she at the same time accepts the advice, or evaluation as the backdrop of the question. In none of the excerpts above, does the client address whether reading aloud from her brochure is something that should be avoided (excerpt 2.12); or whether it is important that she should ask the prospective customer about his needs before telling what it is she as a consultant can offer (excerpt 2.13); or whether it is relevant to make her educational background explicit during the telephone call. All these issues are accepted without comments because the client orients to answering the question. As such, the overall turn taking structure of coaching can work against a coach wanting to advise, if the coach at the same time is aiming to be non-directive. This indicates that the question-answer turn taking may not be the most appropriate for all activities in a coaching session, and that coaches advising, evaluating and directing may be better served by not using question-packing.

The next chapter presents other question constructions coaches use in directing the client and the coaching session.
3. Quoting the Client

“The job of the coach is to take the words and help the clients to reflect on them, to get a different perspective, and thus see the world differently. Rephrasing is reseeing. When we can look at the words, they become objective – in other words, outside ourselves – and they no longer control us.” (O’Connor & Lages 2007:41).

The present chapter focuses on ways in which the coach reuses the client’s talk. The quote from O’Connor & Lages above is related to an underlying coaching value of creating awareness. By reporting back the client’s own talk it is possible for the client to ‘re-see’ his or her own words. When the client resees his or her own words, s/he resees a description of circumstances. Having the described circumstances ‘placed in front of you’ by the rephrasing of the coach, those word or circumstances become objective, and such an objective knowledge enables the client to act in ways which create solutions or open up new opportunities to create change.

A frequent activity in the data sample is the coach quoting back to the client what the client said on a previous occasion. These quotes are done as reported speech of the client’s preceding turns. In many cases, the talk that is being reported is immediately preceding the quote: the coach reports the talk of the client straight after the client has said it.

Moreover, the quotes analysed in this chapter all precede a question. They can in fact be done in one turn: creating a single ‘quote-question construction’. The question following the quote asks the client to unpack the quote. The questions seek to clarify aspects of the client’s talk or seek an elaboration of it.

This chapter explores quote-question constructions in coaching conversations: that is the coach’s use of reported speech — reported speech in which the coach quotes the client’s preceding or immediately preceding talk — in conjunction with a question. It focuses on the use of reported speech, as a way for the coach to make the client resee his or her own words. The analyses show how the quote-question constructions are designed and how the different sequential formats show an orientation to the quote as projecting a subsequent question. They also show how this construction moves the interaction along and directs the coaching sessions in ways which create opportunities for the client to rethink her circumstances. This is typically done in the quote, by slightly changing the client’s original talk. Finally,
the chapter presents considerations in relation to how this construction can be seen as a practice by which the coach makes the client resee her own words and circumstances, and creates new perspectives in relation to the issues discussed in the session.

3.1 Quotes and Questions
A practice of asking questions found in coaching conversations is quoting the client’s immediate prior talk as a question preface (seen in the grey mark-up).

Excerpt 3.1 ICC3_240507

1  Cli:    Jeg vil i totusindogsv,  
           I will in two thousand and seven,  
           I want to in two thousand and seven

2  gennemarbejde (0.6) et for-coachingforløb  
    through work (0.6) a pre-coaching course  
    through work (0.6) a pre-coaching course

3  for komplekse unge  
    for complex youngsters

4  med fokus på refleksions<optræning>.  
    with focus on reflections<training>.  
    with focus on reflection<training>.

5  com:     {{{client looks up from  
            notes at coach})}

6  Cli:    Fordi de har svært ved at reflektere.  
           Because they have difficulty in toINF reflect.  
           Because that have difficulty reflecting.

7  Og det beder vi jo om *i coaching.*  
    And that ask we ADV for *in coaching.*  
    And we ask for that you know *in coaching.*

8  Coa:     Det var godt nok et=  
           That was well enough a=  
           That was I’d say a=

9  Obs:     =Hhkrh=

10 Coa:      =et ø::h *hvad skal vi sige* mange ord  
            =a u::h *what must we say* (idiom) many words  
            =a u::h *what can we say* many words

11 for at beskrive et mål men men [æ::h det er  
    to toINF describe a goal but but [ej::h that is  
    to describe a goal but but e::h that is

12 Cli:      [Ja  
            [Yes

13 Coa:      helt i orden.=[Du siger du vil  
            completely all right.=[You say you will
In line 1-4 the client presents a goal he would like discuss in the coaching session, and in lines 7-8 he gives a reason why he has set this goal. In line 14, the coach reports the initial part of the client’s talk from line 1 as part of a question asking the client to specify his deadline. Accordingly, the question is introduced by quoting the client’s immediate prior talk.

Another example is seen excerpt 3.2.

Excerpt 3.2 ICC3_240507

1 Cl: .hhh Jeg får det bare ikke gjort altså .hhh I get it just not done PIC .hhh I just do not get it done that is

2 Jeg får ikke Fordi jeg kan ikke I get not Because I can not I do not get Because I cannot

3 planlægge så langt frem. plan that far ahead.

4 Der kommer altid et eller andet med arbejde
   There comes always one or other with work
   There is always something with work

5 eller (at jeg ikke ved) hvornår jeg kommer hjem. or (that I not know) when I will be home.
   or (that I do not know) when I will be home.

6 (0.7)

7 Coa: Så du så du siger du kan ikke S:o you so you say you can not
   S:o you so you say you cannot

8 planlægge så langt frem.
This client tells that she cannot get around to book an appointment with a golf coach. She explains this in lines 2-3 by saying long-term planning is difficult, and that work also can be an obstacle. In line 11, the coach asks a question, which is preceded by a report of the client’s talk about long term planning (line 7-8). In between the quote and the question, the client responds to the report with a confirming ‘no’ in line 9, before the question addresses the issues brought forward by the quote.

It is this use of reported speech that this section focuses on. The talk being reported is either in the immediately preceding turn or in close proximity to the report, and it is always preceding a question that seeks to explore or clarify the reported speech. The question becomes grounded in the client’s own talk: the reported speech is preparatory to the question, and it explicitly states on the basis of what information the question is asked.

This practice uses reported speech to set the stage for a subsequent question. This way of linking to the client’s talk shows explicitly that the coach’s questions arise from the client’s prior talk, and at the same time it highlights a specific issue raised by the client by making it the object of further talk.

Before exploring the formats of these quote-question constructions, and this practice utilizing the client’s talk in doing questioning, a brief review of the

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9 Danish confirms negated sentence with a negation.
research on reported speech is presented along with considerations of how it compares to the data analysed here.

3.2 Reported Speech in Interaction

Reporting the talk of another can be done in a number of ways, and even though recent linguistic research distinguishes between ‘free indirect speech and thought’ and ‘distancing indirect speech and thought’ (Vandelanotte 2008), direct reported speech and indirect reported speech (hereafter DRS and IRS) are traditionally distinguished as the two main types of reports (Holt & Clift 2007, Coulmas 1984). The difference between the two is the viewpoint from which the report is given. (Coulmas 1984) In DRS, the original viewpoint is maintained, so that the report is presented in a way that preserves the viewpoint of the original speaker. DRS claims to present the original talk as it was and as it was said. In IRS, which is the form of reported talk in the quote-question constructions above, the report is given from the reporter’s point of view, that is the reporter does not claim to present the original talk as it was. The difference is also captured in terms of how ‘faithful’ the report is in relation to the original talk. As defined in Semino & Short:

“[IRS] presents the propositional content of what was said. The use of (F)DS [DRS] normally brings one further faithfulness claim: in addition to presenting the speech act value and the propositional content of the utterance it provides the words and the grammatical structures claimed to have been used...” (Semino & Short 2004:12)

The change in the grammatical structure distinguishing DRS from IRS is a change in deixis: typically a shift in the personal deixis as seen in both excerpt 3.1 and 3.2: Here, the pronoun is changed from ‘I’ (the client’s viewpoint) as in ‘I want to in two thousand and seven’ to ‘you’ (the coach’s viewpoint) as in ‘you say you want to in two thousand and seven’. Deixis is the main grammatical feature, which distinguishes the two different report-formats, and in Danish as well as English IRS can be combined with the reporting clause with ‘that’.

In all the excerpts in this chapter, except one, the coach uses IRS when quoting the client, and in only one case is ‘that’ used to connect the reporting clause to the reported. As this ‘grammatical marker’ is not often present, and because most of the quotes are nearly identical to the original talk, the difference in whether DRS or IRS is used seem almost unimportant. However, it will be argued
in relation to the one example of DRS, that the choice between the two is not random, and that DRS's greater faithfulness to the original talk can be utilised as a means to claim such a fidelity, when it is not present.

In many ways the reported speech in the quote-question constructions is different from other uses of reported speech. Whether it is reported speech as part of narratives (Holt 2000, 1999) or in non-narrative contexts (Clift 2007) two aspects of the reports in the data presented here stand out: firstly their 'preparatory' relationship to the following question, and secondly, their proximate relationship to the original talk.

Research on the use of reported speech has shown how reported speech can be part of doing actions such as assessments and accounts (Couper-Kuhlen 2007) as well as complaints (Drew 1996). Similarly, the reported speech in the excerpts shown above can be seen as a part of an overall question construction. However, in the case of assessments, accounts, and complaints, the report is part of the core action and not merely setting a context for it. As Drew shows in relation to reported speech in complaints:

"...what the other is quoted as saying is being portrayed as really what the complaint is about. Whatever else the other did or did not do that was reprehensible, what they are quoted as having said is the key to the complaint about their behavior." (Drew 1998:321).

In the quote-question constructions, the reported speech is not doing questioning or in any way showing the coach's stance toward what the client said. It is re-stating the client's words to make explicit how the question is related to the client's talk. In this sense, the quote has a preparatory function in relation to the overall question construction, compared to the uses of reported speech doing actual assessments, accounts or complaints.

Reported speech can be and generally is about something said on an occasion that is removed from the here-and-now of the interaction. Reported speech can serve to show the reasoning behind some specific action, as when accounts are made, and it can show that some opinion was held prior to the here and now of the interaction as when assessments are made. It is the dislocation of the reported talk that makes it a resource for participants when needing to 'prove' that a certain position was taken or a certain stance held prior to the current interaction (Clift 2007).
However, the instances of reported speech in the quote-question constructions are proximate objects in relation to the original talk. Most quotes actually follow straight after the turn where the original talk is made. This does not mean that all reports are done in the turn following immediately after the reported speech. The reports can be removed several sequences from the original talk, but they are all quoting preceding talk of the same interaction. The relative closeness of the report and the original talk is reflected in the reports themselves, for instance by the inclusion of adverbials such as ‘before’.

A third feature of the quote-question constructions is that the quote belongs to a participant in the present interaction. In other research (see for instance Holt & Clift 2007), the person quoted is typically a third party or the speaker himself. Goodwin describes the reporting of a co-present party when accusations are being made in disputes between children (Goodwin 1990:190), and likewise, Hutchby shows that quoting the present party can be a device for building arguments as in a ‘you-say-x-what-about-y’ construction (Hutchby 1996:61). Such actions are confrontational. They assign a specific claim, meaning or position to the other participant, and the reports are used to set up a contrast between the talk of the reported and the talk of the reporter. In contrast, the quote-question constructions in the interactions between coaches and clients are not argument-building or confrontation-seeking. They are not done as argumentative moves in the interaction.

3.3 Sequential Formats
The quote-question constructions fall within two major sequential formats: a same-turn and a separate-turn format. The same-turn format was seen in excerpt 3.1.

From excerpt 3.1

14 Coa: helt i orden. = Du siger du vil completely all right. = You say you will completely all right. = You say you want to

15 i totusindogsvy > kan du < præcisere in two thousand and seven > can you < specify

16 hvornår i totusindogsvy[.] du ska:l when in two thousand and seven (.) you must
when in two thousand and seven (.) you have to

17 Cli: [Tch Ja i] [Tch Yes in]
In excerpt 3.1, the report and the questioning action are one sequential turn. There is no intervening talk from the client between the quote in lines 14-15 and the question lines 15-16. The coach continues straight from the report into a following question, marking the beginning of the question by speeding up the first words of the interrogative construction in line 14. The turn construction does not leave any space for the client to take a turn between the quote and the question: the rush-through of the initial interrogative components in excerpt 3.1 ensures that no transitional space is created.

Another example of the same-turn format is seen in excerpt 3.3.

Excerpt 3.3 ICCZ_240507

1 Coa: Ja. Hvad gør den stemme ved dig? Yes. What does that voice to you?

2 Cli: .mt .hhhh æ::h::: Umiddelbart synes jeg bare .mt .hhhh e::h::: Offhand think I just .mt .hhhh e::h::: Offhand I just think

3 det er sund skepsis.
it is sound scepticism.

4 Coa: Det er sund skepsis.
It is sound scepticism.

5 Cli: Som jeg nok [al ]tid vil have Which I probably [al ]ways will have

6 Coa: [.hja ] [.hyes]

7 Coa: [.hja ] [.hyes]

8 Cli: [.h]indtil jeg ser (0.2)
[.h]until I see (0.2)

9 O;kay det her det lykkes (.) for[di
O;kay this here this succeeds (.) be[cause
O;kay this will succeed (.) because

10 com: ((Client shrugs her shoulders))

11 Coa: [Ja
[Yes

12 (1.0)

13 Coa: Du siger du tror det er sund skepsis (0.8)
You say you think it is sound scepticism (0.8)
You say you think it is sound scepticism (0.8)
14 er det noget du tror
is it something you think
15 eller ’det noget du ved?’
or ’it something you know?’
16 or is it something you know?
17 (3.2)
18 Cli: *Ø:::h Jeg har det okay med det.
*U:::h I have it okay with it.
*U:::h I am fine with it.
19 (.)
19 Cli: [Lad] mig sige det sådan.
[Let] me say it so.
[Let] me put it like that.

The client is in the process of establishing her own consultancy, but has postponed the start-up several times. Prior to this excerpt she talked about a doubting voice questioning whether she will ever get her private business going, and in line 2-3, she describes this doubt as ‘sound scepticism’.

In lines 13-15, the coach asks a question composed of reported speech and an interrogative. In this excerpt, the report is quoting the client’s turn (lines 2-3), and the question is an alternative interrogative exploring whether the client knows for sure that her doubt is sound scepticism.

In this example, there is a .8 pause (line 13), which leaves space for the client to respond. However, the client does not respond and the coach continues to ask the question, and as a result creates a same-turn quote-question construction.

Other syntactic constructions are used in the same-turn format, such as the ‘when-then’ construction in excerpt 3.4. This syntactic format introduces the reported speech with a ‘when’, which makes the turn unit containing the report recognisably incomplete.

Excerpt 3.4 ICC3_240507

1 Cli: Ne:j jeg vil <gennemarbejde>
No: I will <through work>
No: I want to <work through>
2 et for-coachingforløb i totusindogsyv.
a pre-coaching_course in twothousandandseven.
a pre-coaching course in twothousandandseven.
3 Det er færdig
It is complete

når totusindogsyv er færdig.
when two thousand and seven is complete.
when two thousand and seven has ended.

4 Coa: Den enogtredivte i !tolvte
The one_and_thirtyth in !twelth
December thirty first

5 Cli: [h.hhh der e]:r du:
[.h.hhh there a:]re you:
.hhh then you are

6 Coa: =[.h.h.h.h] Når du siger]
=[.h.h.h.h] When you say
=[.h.h.h.h] When you say

7 Cli: [h.h.h.h]h.][Det kan du< (godt) ( ) ]
[>(That can you< (well) ( ) ]

8 Coa: Der har du gennemarbejdet det= 
There have you through_worked it.= 
Then you have worked it through.= 

9 Coa: =[.h.h.h.h] Når du siger]
=[.h.h.h.h] When you say
=.[h.h.h.h] When you say

10 Cli: [h.h.h.h]h.[Ja det kan også være lige før jul ]
[Yes it can also be just before Christmas]

11 Coa: du har gennemarbejdet det
you have through_worked it
you have worked it through

12 Coa: hvad ø:h hvad betyder det så?
what u:h what means that then?
what u:h does that mean?

13 (. )

14 Coa: Er det !køreklart leller hva- hva- hvordan eh-
Is it !start_ready lor wha- wha- how eh-
Is it lopportional lor wha- wha- how eh-

15 Hvad er det du står med i hænderne.
What is it you stand with in hands the.
What is it you have in your hands.

16 (. )

17 Coa: Kan [du ikke beskrive det for mig. ]
Can [you not describe that to me. ]

18 Cli: [For mig der er gennemarbejdet]
[For me there is through_worked]
[For me there is worked through ]

19 så er det færdigt.
then is it finished.

This excerpt is taken from the same session as excerpt 3.1 and is a little later in
the interaction. The coach and client are still discussing the goal the client has set.
In line 9, the coach introduces the report with ‘when’. The ‘when’ projects that it
takes a subsequent turn construction unit to be complete, and the then-part – a wh-question – completes the turn in lines 12 and 14-15 and 17. The sequential advantage of the when-then construction is that the projection makes it clear that the coach has not completed her turn after the report. As such, the when-then construction can be used as a means to ensure the same-turn format, as there is no transitional relevance after the prefatory report. The coach keeps his turn until the ‘then part’ of the turn is delivered.

Another example of a when-then construction is seen in excerpt 3.5.

Excerpt 3.5 ICC5_230507

1 Cli: For så kan jeg overse det. (31.18)
   For then can I oversee it.
   Because then I can cope with it.

2 (0.8)

3 Coa: Det vil sige når du siger du kan oversee det
      That will say when you say you can oversee it
      That means when you say you can cope with it
      så er det et realistisk mål.
      then it is a realistic goal.
      then it is a realistic goal.

4 så er det et realistisk mål.

5 Cli: Ja. Så er det et realistisk mål.
      Yes. Then it is a realistic goal.
      Yes. Then it is a realistic goal.

In line 1, the client comments on the deadline for reaching her goal, which has just been set. The report, in line 3, is again introduced with a ‘when’ and, in line 4, the ‘then component’ follows.

Calling this construction a quote-question construction refers to the actions of the single components. Where the quote component always is constructed through reported speech, the question component is not necessarily constituted by an interrogative. All the question-components, in excerpt 3.1-3.4, have actual interrogative structure, but other structures doing question-like work can be used with the report, as here in excerpt 3.5, where the report is inserted in a formulation (Heritage & Watson 1979). The report: ‘when you say you can cope with it’ is inserted in to a formulation of the gist of the reported speech. That is, the coach is specifying that when the client says she can cope with it, it means that the goal is realistic. The coach is presenting, in other words, the essence of the reported
Quoting the Client

talk. The formulation is not a question in the ‘interrogative sense’, but rather a ‘B-event statement’: a statement about an event of which the other participant, i.e. the client, has primary ownership (Labov & Fanshel 1977). B-event statements have a similar response-eliciting function to questions; asking for at least a confirmation or disconfirmation, and can as such be seen as doing questioning work. B-event statements are utterances “that accomplish the pragmatic force of questioning without taking the form of interrogatives” (Heritage & Roth 1995:9).

The report-formulation turn and the report-interrogative turns are similar in that the report sets the stage for the subsequent questioning action. The formulation is built upon the quote and clarifies its meaning by reformulating it, just as the question in excerpt 3.4 seeks to clarify the meaning of having ‘worked through’ something. The difference between the two is that the interrogative seeks a clarification from the client while the formulation suggests a clarification for the client to confirm.

The syntactic constructions, such as the when-then construction in excerpts 3.4 and 3.5, and the manner in which quote-question constructions are delivered, such as the rush-through in excerpt 3.1, ensure that the reports and the questions form a single turn, which show that these uses of reported speech are done as part of a single questioning action.

As stated earlier, the reports of the questioning actions can also be done in separate turns. i.e. the quote-question construction can be separated by the client’s intervening turn. This was seen in excerpt 3.2, where the quote and the question were separated by the client’s affirming ‘no’ in line 7. Likewise, in excerpt 3.6, the separate-turn format is accomplished by an intervening ‘hm’ from the client.

Excerpt 3.6 ICCZ_240507

1 Cli: *Ø:::h (0.3) men samtidig har jeg jo
     *U:::h (0.3) but at the same time have I ADV
     *U:::h (0.3) but at the same time I have you know

2 hele tiden været bevidst om [at ] (.).
   all time the been aware of [that ] (.)
   always been aware that (.)

3 Coa: [.hja ]
     [hyes]

4 Cli: jeg tror nok ikke helt hundrede på det.
     I believe probably not completely hundred in it.
     I probably do not believe a hundred percent in it.

See more on formulation in chapter 4.
5 Coa: Du tror ikke helt hundrede på det?  
You believe not completely hundred in it?  
You do not believe a hundred percent in it.

6 Cli: Nej  
No

((39 lines omitted))

7 Coa: Vi vi mangler lige at få sat ((06.56))  
We we lack just toINF get set  
We we still need to

8 ø::h sat ord på: ø::h på målet.  
ø::h set word o:n ø::h on goal_the.  
ø::h formulate ø::h the goal.

9 .hh Men ø:::h du sagde (0.2) du sagde før  
.hh But ø:::h you said (0.2) you said before

10 ja:m’n jeg kommer nok aldrig til  
yes:b’t I come probably never to  
we:ll I will probably never

11 at (.) tro (0.2) tro rigtig på det.  
toINF (.) believe (0.2) believe really in it.  
( .) believe (0.2) really believe in it.

12 Cli: hm

13 Coa: .hh Hvad vil det gøre ved dit private firma  
.hh What will it do to your private company

14 hvis du ikke tror på det?  
if you do not believe in it?

15 (3.2)

16 Cli: .hhhh hhhhh <Jamen> æ::hm:: jeg TROR jo  
.hhhh hhhhh <Yes but> e::hm:: I BELIEVE ADV  
.hhhh hhhhh <Well> e::hm:: I BELIEVE you know

17 altså også så meget på det a jeg gør det.  
PRT also so much in it that I do it  
that is also so much in it that I do it

In line 12, the client responds to the reported speech, here done as DRS, with the continuers ‘hm’ (Schegloff 1982), through which the client displays her understanding of the quote as a turn in progress. In both excerpt 3.2 and 3.7, the responses, being minimal, orient to the report as introducing something more. The clients show that they have understood the coach, and at the same time indicate that the coach may continue. The client does not seize the opportunity to begin an extended turn but instead aligns as a recipient of the projected talk.
Compared to the same-turn formats, the examples of separate-turn formats are all introduced by a connector, either a conjunction such as ‘so’ or ‘but’, in excerpts 3.2 and 3.6, or the adverb ‘now’, as in excerpt 3.7 below.

Excerpt 3.7 ICC3_240507

1 Coa: Så: æ::h .hh tch (0.2) Og du vil
So: e::h .hh tch (0.2) And you will
So: e::h .hh tch (0.2) And you would like to

2 gerne netop arbejde med reflek[sionsoptræning gladly precisely work with reflec[tion training
work precisely with reflection training

3 com: [((Coach looks
4 com: down to notes on floor))

5 Coa: som du siger [her.= which you say [here.= as you say here.=

6 com: [((Coach looks again at client))

7 Cli: =Ja fordi det er det de mangler.
=Yes because that is what they miss/lack.
=yes because that is what they need.

. ((24 lines omitted: client explaining why the youngster he works with find it difficult to reflect on their own lives))

. 8 Coa:.hh Nu siger du at at
. hh Now say you that that that
. hh Now you are saying that that

9 Coa: det er det de mangler,
it is what they miss/lack,
is what they need,

10 Cli: Ja
Yes

11 Coa: Ø::h (0.4) <hvem ved> Hvem ha– Hvem har besluttetØ::h (0.4) <who knows> Who ha– Who has decided

12 Coa: at det er det de mangler?= that this is what they miss/lack?= that this is what they need?=

13 Cli: =Det er ingen beslutning det er en vurdering.
=It is no decision it is an assessment.

14 Coa: [Det er en vurdering ] [It is an assessment]
As all examples of the separate-turn format are introduced by a lexeme explicating the connection to the prior talk, and all same-turn formats are not, the inclusion of the connector seems to create a syntactic constraint for an intermediate response. The inclusion of the connector does not seem to be linked to the distance between the original talk and the report. Even though excerpts 3.6 and 3.7 have some intervening talk between the two, the separate-turn formats, in excerpt 3.2 and excerpt 3.8, below, immediately follow the turn from where the quote is taken.

Excerpt 3.8 ICC2_250507

1  Cli:  S- så den den står altså lidt imellem u::h  
     S- so it it stands FTC little in between u::h  
     S- so it it is a choice between u::h

2  jeg vil gerne have nogle gode idéer  
I will gladly have some good ideas

3  men ik(h)ke så(h) man(h)ge idé(h)[er.hh=  
  but n(h)ot so(h) ma(h)ny go(h)od idea(h){s.hh=  

4  Coa:  [Okay=  
     [Okay=

5  Cli:  =Ja .hhh  
     =Ja .hhh

6  Coa:  Men du siger du gerne vil have  
     But you say you gladly will have

7  Coa:  nogle gode idéer.=  
     some good ideas.=

8  Cli:  =Ja  
     =Yes

9  Coa:  → I hvert fald.  
     At any rate.

10 Cli:  Ja  
     Yes

11 Coa:  Også er der noget du: Kunne du  
     And then is there something you: Could you

12 formulere det som som æ::h er hindringen.  
     formulate that which which e::h is obstacle the.

13 Altså hvad er det [hvornår FTC what is it {when
     That is what is it when

14 Cli:  [Det er for mange gode idéer.
Quoting the Client

[That is too many good ideas.

Prior to this excerpt, the client has been talking about one of her challenges in being her company’s idea-maker. Because of the client’s inventiveness too many projects land on her desk, which results in too many unfinished projects. This is the context for the client’s wish in lines 1-3, which the coach quotes in line 6-7.

As this excerpt shows, the separate-turn formats can have sequences interjected in between the report and the question. In line 8 (marked by the arrow), the client gives her confirmation of the report, and after that the coach adds ‘At any rate’, occasioning another affirmative response from the client. ‘At any rate’ qualifies the quote as accurate no matter what else may be the case; that even though the quote is not depicting the entire original talk, the reported part holds true. ‘At any rate’ is an increment (Schegloff 1997), and it is syntactically dependent on its prior turn and connected to the report in a way that does not move the interaction on. ‘At any rate’ recompletes the already complete turn in line 6-7, and as such, this inserted sequence still projects the coming question.

Another example of an intervening sequence is seen in excerpt 3.9, where the coach formulates the consequences of the reported assertion in between the quote and the question.

Excerpt 3.9 ICC3_240507

1 Cli: Og nu lige der er min !Frem til første juni And now just there is my !Forward to first June And just now there is my !Until the first of June

2 der er min (.).
kalender .hh vildt booket there is my (.)
calendar .hh crazy booked.
my (.)
calendar is .hh completely booked.

3 Coa: Ja Yes

4 Cli: Så jeg kan træne i weekender So I can practise in weekends

5 og i weekender er det svær
t

92
and in weekends is it difficult
and in weekends it is difficult

at få fat på træneren.
to get hold of coach_the.
to get hold of the coach.

Coa: .hja
.hyes
.
.
((12 Lines omitted where the client talks about
similar difficulties in making other
appointments at the weekends))
.

Cli: Så jeg har svært ved
So I have difficulty to
So I have difficulty

at få aftalt den tid.
toINF get arranged that appointment.
getting that appointment arranged.

Coa: Ø::hm s:å: du siger din kalender er fyldt op.
U::hm s:o you say your calendar is filled up.
U::hm s:o you say your calendar is filled.

Cli: Ja
Yes

Coa: → Ja så derfor er det svært æ:::h
Yes so therefore is it difficult e:::h
Yes so therefore it is difficult e:::h

Cli: → at få noget puttet ind der.
to get something put in there.
to get something added in there.

Cli: Ja
Yes

(0.5)

Coa: .hhh ø::hm::: .mt Er der noget
.hhh u::hm::: .mt Is there something
.hhh u::hm::: .mt Is there anything

i din kalender som er mindre vigtigt
in your calendar which is less important
in your calendar which is less

end noget andet.
than something else.
important than the others.

Cli: .hh .mt Ikke i den her altså Det er ø:::h øhm
.hh .mt. Not in this here PTC That is u:::h uhm
.hh .mt. Not in this here that is That is u:::h uhm

Der er ikke nogle ting
There is not some things
There is not anything
Quoting the Client

In lines 12-13, before proceeding to the question, the coach concludes on the basis of the quoted assertion, that if the client’s calendar is filled, it follows that it is difficult to book more appointments. As in excerpt 3.8, the client recognizes this sequence expansion as just that, and continues to align as recipient for the following question (lines 16-18).

A third way of expanding the separate-turn format is to expand the reported speech, as in excerpt 3.10.

Excerpt 3.10 ICC3_240507

```
1  Coa:   [Så- så: øh .hh Men du !siger stadi
gvæk [So- so: uh .hh But you !say still
   ] [So- so: øh .hh But you are still !saying

2  com:   [((Coach leaning towards the floor looking at paper
3  com:   where goal is written))]

4  Coa:   at du vil [gennemarbejde sådan et et coa=
   that you will [through work such a a coach=
   that you want to work through such a a coach=

5  com:   [((Coach regaining eye contact with
6  com:   client as she sits up straight))]

7  Cli:   =Ja=
   =Yes=

8  Coa:   [=forsøg.
   [=experiment.

9  com:   [((Coach looks at paper where goal is written))]

10 Cli:   Ja
   Yes

11 Coa:   Jah
   Yeah

12 (1.2)

13 Coa:   For netop de her komplekse?=
   For precisely these here complex?=
   For precisely these complex?=

14 Cli:   =Ja
   =Yes

15 Coa:   med henblik på reflektionstræning.
   with a view to reflection training.
   with a view to reflection training.
```
The coach is quoting from the goal the client set at the beginning of the session. As the coach quotes, she is looking at a notebook on the floor, where the client has written down the goal. In line 13, after the client has confirmed the quote (line 7 and 10), the coach continues the report. The continued reporting is designed as additions to line 10 and picks up where it left off. All these expansions of the report are done as increments, that is, as syntactic constructions that are dependent on the preceding turn, and do not form complete syntactic units of their own, and, as in excerpts 3.8 and 3.9, the reported speech is still seen as projecting a following action.

Interestingly, in excerpt 3.10, the projection is never completed. The coach never poses a question, but even so the client produces a response in line 16-17, offering a reason for why he has set this goal. This clearly shows that even though the client does not know what the coach was intending to ask, he orients to the fact that a clarifying or elaborating question is projected. In this case, the expanded quote causes the client to volunteer information about his goal, and in this way shows how he orients to the quote as projecting a question.

The two different sequential formats each in their own way show how the quote is question-preparatory. The same-turn format incorporates the quote and the question in the same turn; the separate-turn format has the quote and the question in separate turns, but any intermediate sequences are done as expansions of the quote and do not constitute independent moves in the interaction. The orientation toward the quote as projecting a further action is seen in the actions of the client. Both the listener-aligning behaviour displayed in the minimal confirming responses to the quotes, as well as the response in excerpt 3.10, which presupposes a non-existent question, show how the client recognises the quote-question constructions as compound structures.
3.4 The Quote in Service of the Question

The use of reported speech sets the stage for the subsequent question, which seeks to unpack the quoted talk, either by inquiring further into it as in excerpts 3.2, 3.3, 3.6, 3.7, 3.8 and 3.9, or by seeking a clarification as in excerpt 3.1, 3.4, 3.5 and 3.10.

That the quote is in service of the question is also seen in cases where the quote is adapted to make relevant the subsequent question. In excerpt 3.11, the coach and client are establishing the goal, which the client wants to pursue. The client has been talking about her own ability, and lack thereof, to set goals, pursue and reach them. This can be seen in excerpt 3.11, where she talks about her wish to lose weight.

Excerpt 3.11 ICC5_230507

1 Cli:   Og da jeg ved (0.2)  
        And since I know (0.2)  
        And since I know (0.2)

2      at det med at tabe mig  
        that that with to lose me  
        that this concerning weight loss

3     .hhh er en ting som betyder utroligt meget !for mig,  
     .hhh is a thing which means incredibly much !to me,

4  Coa:    m  
5  
6 Cli:    og jeg alligevel ikke kan holde (.)  
        and I nevertheless not can keep (.)  
        and I nevertheless cannot manage (.)

7    >lså vil jeg sige<  
     >then will I say<  
     >then I will say<

8 Cli:    hvis jeg kan over- hvis jeg klare den  
        if I can comp- if I manage that

9     så kan jeg svælte verden.  
     then can IADV overturn world the.  
     then I can overturn the world damn it.

10    (0.5)

11 Coa:    Okay.  
           Okay.

12    (0.7)

13 Cli:    Altså.  
           PRT.  
           You know.
The report of the client’s talk is slightly different from the original talk. The client has described losing weight as meaning ‘incredibly much’ to her. In the reported talk, this is downgraded to meaning ‘something’. The question, which follows, asks the client to rate the importance of her wish to lose weight on a scale from one to ten, and in that way seeks to clarify and specify just how important the goal is. The client’s own assessment is not a precise measure in terms of the scale, but something meaning ‘incredibly much’ is clearly positive or on the high end of an importance-scale. In the report, on the other hand, the assessment ‘meaning something’ is almost neutral. The downgraded assessment in the adapted report does not only make it relevant to ask about and establish the importance of the weight-loss wish, it has to be designed this way to accommodate the question. The report makes it possible to ask the client how much losing weight means, even though the coach has just been told. In other words, the ‘imprecise’ report is adapted so it makes the clarification in the question pertinent.

In excerpt 3.11, it is clearly seen how the report is set up for the following question, and it shows that it is the report of the client’s talk and not the talk
proper, that the question is inquiring into. This practice opens up a line of inquiry, which serves different purposes according to the specific context. In excerpt 3.11, the client assesses weight loss as ‘incredibly important’ and at the same time she is admitting to doing nothing about it (line 6). With this contradiction, her importance-assessment could be rightly questioned, and by asking for a scale rating based on the more neutral assessment in the quote, this issue is questioned in a manner that does not explicitly address the contradiction. By referring back to the assessment of the weight-loss wish, the coach overlooks any intervening talk and in this case topicalises the ‘importance’ assessment, and not the client’s lack of persistence.

Similarly, in excerpt 3.9, the description in the quote is also downgraded compared to the original talk.

From excerpt 3.9

1 Cli: Og nu lige der er min !Frem til første juni
And now just there is my !Forward to first June
And just now there is my !Until the first of June

2 der er min (.). kalender .hh vildt booket
there is my (.). calendar .hh crazy booked.
my (.). calendar is .hh completely booked.

10 Coa: Ø::hm s:å: du siger din kalender er fyldt op.
U::hm s:o you say your calendar is filled up.
U::hm s:o you say your calendar is filled.

11 Cli: Ja
Yes

12 Coa: Ja så derfor er det svært æ:::h
Yes so therefore is it difficult e:::h
Yes so therefore it is difficult e:::h

13 at få noget puttet ind der.
to get something put in there.
to get something added in there.

14 Cli: Ja
Yes

15 (0.5)

16 Coa: .hhh ø::hm::: .mt Er der noget
.hhh u::hm::: .mt Is there something
.hhh u::hm::: .mt Is there anything

17 i din kalender som er mindre vigtigt
In line 10, the coach reports the client’s talk from line 2: The client describes her calendar as being ‘completely booked’, which in the reported speech is rephrased as ‘filled’. The client’s extreme case description does not leave much opportunity for adding any new appointments to her schedule, but the downgraded version creates precisely the possibility of space in the client’s calendar. The adapted, more moderate description of the client’s calendar opens up for the coach to ask about the possibility to prioritise in the subsequent question.

Furthermore, the client’s own extreme-case description of her calendar creates an obstacle for reaching her goal. If she needs to schedule an appointment with a golf coach to improve her golf handicap, something has got to be done in relation to her overbooked calendar. The coach topicalises this obstacle by creating a context where it can be addressed, and also modifies the description of the client’s circumstances in a manner with opens up space for possible solutions.

In both excerpts 3.11 and 3.9, the quote ‘rewinds’ the interaction such that the part of the client’s talk that is overlooked is her account of difficulties. As such, these adapted quotes remove obstacles from the client’s circumstances and focus on creating progress in relation to the client’s goal.
In excerpt 3.4, the coach has asked the client to specify the deadline for his project. In line 5, the coach draws a conclusion regarding the deadline and latched onto that she quotes the client in line 9. In the quote, there is a change of verb: the client uses the verb ‘will’ in his description and the coach uses ‘have’. This slight change creates a future projection. In the quote, the project is now being referred to as something the client has done. The quote is matched to the future description of the client having reached his goal in the coach’s preceding conclusion. The future projection sets up a future scenario in which the client has completed his project and building on that the line of questions, which follows, are asked. The client is asked to explain having something ‘worked through’, but from a future perspective. He is mentally to project himself to a point in time where he has reached his goal.

Again, a subtle adaption in the quote sets up the context for a specific question. The adapted quote makes a smooth transition from one perspective to another, and directs the interaction – through the future projection – to a new scenario.

The following shows the adapted quotes from excerpts 3.3 and 3.6.

From excerpt 3.3
Quoting the Client

2 Cli: .mt .hhhh æ::h::: Umiddelbart synes jeg bare
      .mt .hhhh e::h::: Offhand think I just
      .mt .hhhh e::h::: Offhand I just think

3 det er sund skepsis.
it is sound scepticism.

Coa: Du siger du tror det er sund skepsis (0.8)
     You say you think it is sound scepticism (0.8)
     You say you think it is sound scepticism (0.8)

14 er det noget du tror
     is that something you think

15 eller ’det noget du ved?’
or ’it something you know?’

From excerpt 3.6

4 Cli: jeg tror nok ikke
     I believe probably not
     I probably do not believe

5 helt hundredede på det.
     completely a hundred percent in it.

Coa: .hh Men ø::h du sagde (0.2) du sagde før
     .hh But u::h you said (0.2) you said before

9 ja:mm’n jeg kommer nok aldrig til
     ye:s b’t I come probably never to
     we:ll I will probably never

11 at (.) tro (0.2) tro rigtig på det.
     toINF (.) believe (0.2) believe really in it.
     (. ) believe (0.2) really believe in it.

13 Cli: hm

Coa: .hh Hvad vil det gøre ved dit private firma
     .hh What will it do to your private company

14 hvis du ikke tror på det?
     if you do not believe in it?

In excerpt 3.3, the client uses the Danish verb ‘synes–think1’ in line 2. By contrast, the coach uses the Danish verb ‘tror–think2’ (line 13) when quoting her. Both Danish verbs translate into English ‘think’, making the translation inadequate to capture the semantic differences between the two verbs. ‘Synes–think1’ refers to an
attitude, an approach the client chooses to take towards the voice in her head, where as ‘tror–think2’ on the other hand refers to a doubt. In the reported version, the coach turns the client’s assessment of her doubt into something she is unsure about. The change from ‘synes–think1’ to ‘tror–think2’ establishes the relevance for the question (line 14-15), which seeks to clarify whether the client is sure about her assessment of her doubt as ‘sound scepticism’. The creation of client doubt is essential in making the question relevant.

In excerpt 3.6, the client describes her ambivalence in preparing to launch her own consultancy but at the same time not believing in it. The client describes her lack of belief in the present tense (line 4). This means that right now the client does not believe in her company, and this lack of belief is valid at present. In the quote, the lack of belief is reported in the future tense (line 10-11): the client will never believe in her company. The lack of belief is reported as being valid always. This change is done partly through the change from the present tense of the client’s talk, to future tense of the report, and partly by the use of the adverb ‘never’. Furthermore, there is a change in the description from the client’s quantifying assessment of not believing ‘a hundred percent’ to the coach’s ‘never really believe in it’. What the client is describing as a percentile lack of belief, the coach is reporting as a continuous state of disbelief. Having set the stage for the client not having any faith in her company, the following question asking how this will affect her consultancy is made possible.

In these excerpts, the adaptations of the reports create a more fundamental change in the meaning compared to the client’s original talk. These changes are not just downgrading and making less dramatic the original talk; they are more or less changing what the client previously said. Interestingly, DRS is used in excerpt 3.6: a format that is claiming to maintain the viewpoint of the original talk. DRS “implies a greater fidelity to the source of information” (Li 1984:41). That this format is used in a case where the quote is changed considerably from the original talk shows how DRS can be used to claim a fidelity that is not there. DRS stresses the client’s ownership of the talk in a case where it can be questioned whether the reported talk was ever the words of the client. This could indicate that the choice of DRS over IRS is not a random choice, but is influenced by the need to demonstrate a faithfulness to the original talk, that is not there.

In all these excerpts, the reports do not just set the stage for a following question: the reports are also adapted in a way that makes the question not only relevant but possible to ask at all. Even though the reported speech is related more
loosely to the original utterances, the clients still do not comment on the correctness of the reported speech in their response. Even when the separate-turn format makes an intermediate turn possible, the clients still orient to the compound nature of the quote-question constructions. Because of these interactional constraints, the quote-question construction is a powerful way to recreate the interaction, and direct its course. Not commenting on the reported speech, even when edited to a degree where the correctness could rightly be questioned shows how the clients are not focussed on the report as an object for commenting on their own talk. This is not to say that the clients are at the mercy of these constructions. However, as the question creates a preference for an answer, the clients have to disrupt the contiguity of the interaction, if they want to comment on the accuracy of the report.

3.5 Summary and Discussion
All the excerpts above clearly show that the practice of quoting the client’s talk is recognised as setting the stage for a subsequent questioning action. This is seen in the same-turn formats, where the quote-question constructions are designed as single turns, having the quote as a question preface. The separate-turn formats show that the clients recognise the quote as part of a compound structure, and any intervening talk display the understanding of the quotes as turns or actions in progress. Also, any intervening talk by the coach is designed as expansions of the quote, dependent on it, and continuing the projection.

In setting the stage for a subsequent question, the quote selects a specific issue raised by the client, and makes it a topic for further talk. The questions seek to clarify and/or elaborate some element of the client’s talk.

The quote-question constructions make explicit how the coach’s questions are linked to some prior talk. The necessity of the explication of such a link could be explained in a distance between the question and what is questioned. In some excerpts, where there is a distance between the original talk and quote, the aptitude of reported speech to ‘place’ talk, which is outside the here-and-now of the interaction, in the present of the interaction is exploited. However, no matter whether the quote bridges a distance between the quote and the original talk, the placement of the report before the question is essential, in that it is not the client’s talk the question relates to but the coach’s version of the talk. This practice of asking questions makes it possible to rewind and delete or ‘overlook’ any intervening talk that might not be appropriate for the business at hand; and it
Quoting the Client

makes it possible to adapt the original talk to the question so it will be useful for the business at hand. As such, this practice of asking questions refocuses the interaction and leads it in a certain direction – a direction that is not in opposition to the issues brought to the interaction by the client – but still chosen and shaped by the coach.

By quoting the client, the redirection is done in a way that shows that the coach is listening to the client, and that the coach is attentive towards the client’s agenda. It is a way for the client to resee his or her own statements, not only by getting them rephrased, but also by seeing what kinds of questions the talk raises for the coach.

Because of the proximate nature of the quote in many of the excerpts, the reported speech might seem superfluous, as the continuity already exists because of the closeness between the original talk and the quote. In fact, the apparent redundancy of the quote seems to break up the interactional flow and creates an opportunity for the coach to direct or redirect the conversation. Compared to asking the question straight after the client’s talk, this practice creates a platform from which the coach can take control of the interaction. Without commenting on the client’s talk, and as such taking a stance in relation the issues discussed, the quote-question constructions turn the client’s talk into something coachable; and as such this practice expresses a coaching behaviour – a way of doing coaching.
4 Formulating the Client’s Talk

This chapter focuses on another way in which the coach ‘questions’ the client in a manner that directs the interaction. Just as the quote-question constructions analysed in chapter 3 are a means for the coach to re-focus and re-shape the words of the client, formulating the client’s preceding talk represents another way for the coach to direct the coaching sessions. This practice is similar to the quote-question constructions in that it also presents the client’s preceding talk, but instead of quoting the client, the coach rephrases the client’s talk in drawing out the essence of it.

This chapter analyses instances of formulations and similar practices used by the coach to present his or her understanding of the client’s preceding talk. In excerpt 4.1, two of rephrasing the client’s preceding talk are used (marked in grey).

Excerpt 4.1 ICC5_230507

1  Coa:  Så når du har den her plan  ((38.07))
So when you have this here plan
So when you have this plan

2  og den æh og du har brugt tiden på det,
and it eh and you have spend time on that,
and it eh and you have spend time on that,

3  Cli:  m:

4  Coa:  Og du har risikoanalysen
And you have risk_analysis
And you have the risk analysis

5  [og ] du har det hele, [(1.0)
[and] you have it all, [(1.0)

6  Cli:  [Ja ]
[Yes]

7  com:  (((Client nodding))

8  Coa:  hvad kan så gå galt;
what can then go wrong;

9  (2.2)

10 Cli:  .mt .hh Der ka- Der kan ikke
.mt .hh There can not
.mt .hh Nothing ca- Nothing can

11 com:  (((Client shakes her head))

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12 Cli: gå noget galt så.
go anything wrong then.
go wrong then.
13 Coa: ’Or,kay’
’Or,kay’
14 Cli: Det kan der jo sådan set ikke.
That can there ADV so seen not.
There actually cannot you know.
15 Coa: Så det er det der skal til,
So that is that there must to,
So that is what it takes,
16 Cli: Ja. Det er det der skal til.
Yes. That is that there must to.
Yes. That is what it takes.
17 Coa: Ja
Yes
18 Cli: At det bliver et projekt for mig.
That it becomes a project to me.
That it will become a project to me.
19 Coa: Ja
Yes
20 (1.2)
21 Coa: Så det er ikke noget der kan forhindre det (0.2)
there is not anything that can prevent it (0.2)
there is no thing that can prevent it (0.2)
22 hvis [du ] har den her plan,=
if [you ] have this here plan,=
if you have this plan,=
23 Cli: [*ja*]
[*yes*]
24 Cli: [*hja*]
[*hyes*]
25 (0.5)
26 Coa: detaljeret (0.3) risikoanalyse.
detailed (0.3) risk analysis.
detailed (0.3) risk analysis.
28 Cli: *Nej (. ) Så kan der i hvert fald
*No. (. ) Then can there in any case
*No. (. ) Then there cannot in any case
ikke være nogle ting som *er står i min magt
not be any things which *is stand in my power
nothing which *is is within my power
The client has prior to this excerpt been outlining steps she will take in order to reach her goal, and in lines 1-8, the coach sums up these actions by asking what can go wrong when the client has taken these steps. The client concludes, in line 10, 12 and 14, that ‘nothing can go wrong’. The coach then sums up the talk by concluding: ‘So that is what it takes’, in line 15, which the client confirms by repeating it in her following turn. This conclusion presents an inference from the client’s previous talk: that the client’s plans will enable the client to reach her goal.

After this conclusion, the coach does yet another rephrasing of the client’s talk in lines 21-23 and 27. This time the coach explicitly marks his talk as a version of the client’s talk: The phrase ‘so what you are saying’ introduces the following talk as the coach’s understanding of what the interaction or part of the interaction has been about so far.

The second practice of rephrasing the client’s talk is a formulation. Formulations are as Heritage (1985:100) defines: “summarizing, glossing or developing the gist of an informant’s earlier statements”. Formulations as conversational practices were first presented in Heritage & Watson’s foundational paper (Heritage & Watson 1980), which develops Garfinkel & Sacks’ notion of formulating talk (1970). Sacks & Garfinkel define formulating as: “Conversationalists’ practices of saying-in-so-many-words-what-we-are-doing” (ibid:351). Both this and the quote from Heritage above capture the restating or re-phrasing nature of formulations, and Heritage furthermore points out the salient next turn relationship: Formulations bring out or highlight something in the prior talk.

As described in chapter 3 in relation to excerpt 3.5, where a quote was inserted into a formulation, formulations are A-statements about B-events (Labov & Fanshel 1977, Heritage & Roth 1995). That is, one speaker formulates the other speaker’s expressed experiences and/or knowledge. As seen in excerpt 4.1, the coach formulates the gist: ‘So ther- (.) So what you are saying there is nothing that can prevent it (0.2) if you have this plan, detailed (0.3) risk analysis.’, of the client’s own assessment: ‘Nothing ca- Nothing can go wrong then’. This assessment is based on the client’s knowledge about what will make her reach her goal. It is an assessment of issues belonging to the client’s epistemic domain.

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11 The term ‘statement’ is here not referring to the linguistic declarative, which is the prototypical format for statements. Formulations can be not only declaratives but also interrogatives.
The first rephrasing in excerpt 4.1, line 15, is similar, but not explicitly marking the conclusion as a rephrasing of the client’s talk. It is summarising the preceding talk but rather presenting an inference the coach makes. The two practices are similar in that they present a version of the client’s preceding talk for the client to either confirm or dismiss, the second rephrasing is a more prototypical formulation as it explicitly designs the conclusion as a version of the client’s talk. In this chapter, however, the term formulations and formulating is used broadly, and encompass both practices presented above.

These formulations are distinguishable from other summing up actions: it is common in coaching conversations for coaches to do what they call backtrackings, where the coach sums up the interaction so far. These summaries address the whole interaction and are not linked particularly to the immediately prior talk, and they do not formulate the client’s feelings, knowledge, experiences, opinions or anything in the client’s epistemic domain in particular, but the overall interaction in general.

The next section of this chapter shows how the practice of formulating the client’s talk, as identified above, is done. Characteristics of this are highlighted, and the two major formats used are described.

The design of the formulations shows how the client’s authority is enforced by the coach, and likewise the responses of the client show how she underscores the ownership of the talk being rephrased. Sections 4.3 and 4.4 show particularly how the epistemic authority of the client is maintained both by the responses and designs of the formulations themselves.

### 4.1 Features of Formulating Actions

One aspect of formulations already mentioned above is that parts of the prior talk are topicalised. The coach picks up on a certain aspect of the client’s preceding talk and thereby makes it the topic for further talk. Accordingly, formulations select elements of the prior talk, and present an edited version of it.

Excerpt 4.2 ICC5_230507

1. Cli: Jam- h- h- han sidder og spørger (33.55)
   Yes _b- h- h- he sits and asks
   Yes _we- h- h- he is asking

2. hvad han så skal hjælpe mig med.
   what he _then_ must help me with.
   what he _then_ should help me do.
In excerpt 4.2 lines 1-2, the client is referring to an inner voice, which has been personified as a devil sitting on her left shoulder causing her to doubt her own ability to reach the goals she sets for herself. This character is who is referred to as ‘he’. Prior to excerpt 4.2, the coach has asked the client to imagine that she has reached her goal and to describe what it is like. The coach also asks what her inner voice is saying at this moment. Lines 1 and 2 are part of that answer.

In line 8, the coach formulates an upshot of the client’s previous turns. The client tells that once she has reached this goal, the devil will be asking her about her next goal. The coach rephrases this talk as: ‘So he is ready for the next goal now’. The topic, ‘the next goal’, is maintained, whereas the client’s description of the devil’s willingness to help (lines 1-2) is rephrased as ‘being ready’. That the formulation upholds the topic is also seen in the talk following it. Both in excerpt 4.1 and 4.2, the client continues along the same lines as prior to the formulation. In excerpt 2, the client continues to talk about what the devil will do now in line 12, where ‘now’ refers to the projected future, and in excerpt 4.1, she elaborates the formulation by defining ‘what it takes’ as ‘becoming a project’ in line 18.

In both excerpt 4.1 and 4.2, the conclusions drawn also make something more of the original talk. In excerpt 4.1, the formulation rephrases the talk about the
client’s plan as not only being necessary in avoiding obstacles but being essential to overall success of reaching her goal. In excerpt 4.2, the client describes her inner voice as wanting to help her with her next goal, but in the formulation the focus is shifted to being ready for the next goal. This expresses the *topic maintenance* and *topic elaboration* that are both characteristic features of formulating the client’s talk.

Topic maintenance, topic elaboration and selectivity are listed by Heritage (1985:101-104) as three characteristics of formulations. Topic maintenance in formulations can be done by quoting the client as seen in excerpt 4.3 (see also chapter 3, excerpt 3.5).

Excerpt 4.3 ICC5_230507

1 Cli: Og endeligt mål ø::h .hhh [i ] ((31.18))
   And final goal e::h .hhh [in ]

2 Coa: [og ] ((coach writes))
       [and]

3 (1.0)

4 Cli: Det er så de halvfjerds plus minus to.
       That is then the seventy plus minus two.
       That is then seventy plus minus two.

       *Y:es.=Seventy plus minus two?

6 (0.5)

7 Cli: Første (.) juni totusindogotte
       First (.) June twothousand and eight
       The first (.) of June two thousand eight

8 Coa: <Første> (.) juni (.) <totusind> (.) "otte"
       <First> (.) June (.) <twothousand> (.) "eight"
       <The first> (.) of June (.) <two thousand> (.) eight

9 (1.3) ((Coach is writing))

10 Cli: For så kan jeg overskue det.
       For then can I cope with it.
       Because then I can cope with it.

11 (1.5) ((coach writes))

12 Coa: Det vil sige når du siger du kan overskue det
       That will say when you say you can cope with it
       That means when you say you can cope with it

13 så er det et realistisk mål.
       then it is a realistic goal.
       then it is a realistic goal.

14 Cli: Ja. Så er det et realistisk mål.
Yes. Then is it a realistic goal.
Yes. Then it is a realistic goal.

15 Coa: Ja
Yes

16 (0.5)

17 Cli: Der sidder et et lille håb inde (.) om
There sits a a little hope inside (.) about
There is a little hope inside (.)

18 at (.) det er begge dele til den første december.
that (.) it is both parts to the first December.
that (.) it is both to the first of December.

In the formulation (lines 12-13), the coach concludes that ‘cope with it’ – which is how the client describes why she has set the deadline for her goal as she has – means that something ‘is a realistic goal’. Topic maintenance is done here by incorporating the previous turn into the formulation as reported speech: ‘when you say you can cope with it’. This construction makes clear that the formulation builds on what has been said previously. The topic elaboration is a shift from a characterisation of the client to a characterisation of the goal. The client accounts for the goal-setting by referring to her own ability to cope in line 10, but the formulation turns the focus away from this self-characterisation to the characteristic of the goal – describing ‘realistic’ as a trait of the goal.

Besides topic maintenance, topic elaboration and selectivity Heritage reports two other features of formulations: “neutrality and seeking reconfirming response” (ibid). Neutrality refers to the fact that a formulation does not assess the other participant’s prior talk. The neutrality of formulations is related to their claims to be summaries. When formulating, the speaker is only rephrasing the words of another co-participant and is as such not adding anything or seemingly displaying any stance in relation to the talk.

This is particularly salient in an example from Heritage (1985), where the formulation is a response to a troubles-telling and an expression of empathy would have been common in everyday conversation. In that example, neutrality is upheld by the rephrasing of the formulation that claims to add nothing to the preceding talk. Also Antaki (2008:27) describes formulations as displaying some sort of neutrality. Among a range of actions, Antaki identifies formulations as being the least combative way of offering an alternative account. As reinterpretive statements, formulations are more cooperative than the challenges, corrections and extensions than Antaki compares them with.
However, the term neutrality is problematic because formulations can be used as “argumentative moves” in the interaction (Hutchby 1995:53), and Heritage (1985:108) also gives examples of what he calls "inferentially elaborative probes" where the formulations state prior talk more strongly than the other participant can subscribe to. A further aspect that makes neutrality in relation to formulations problematic is the issue of selectivity. As Clayman & Heritage also point out in relation to formulations in news interviews:

“Such reformulations are never purely neutral summaries of what has been said; they are usually designed in such a way as to sharpen the interviewee's point.” (Clayman and Heritage 2002: 308).

As described in the above, the choice of what is formulated in itself emphasizes specific aspects of the talk, and formulations can therefore by nature be said to be skewed in relation to the original talk. Admittedly, formulations can be viewed as being neutral in that the formulator does not portray himself as displaying his own stance in formulating, but as moves in the interaction they can be highly argumentative and used to create controversy.

Seeking a reconfirming response is related to formulations being A-statements about B-events: Whatever the coach formulates is something the client has primary access to, and as such they invite the client to comment on the coach’s version of the client’s own events.

The formulations in excerpts 4.1 and 4.2 state both what follows from the previous talk, and what the essence of the preceding talk is: If nothing can go wrong, it follows that the plan is what it takes (excerpt 4.1 line 15); if the devil is asking what he can do to help, it follows that he is ready for the next goal (excerpt 4.2, line 8); saying that nothing can go wrong and that the plan is what is takes is essentially the same as saying that nothing can prevent the client from reaching her goal when she has the plan (excerpt 4.3 lines 21-23 and 27). Similarly, in excerpt 4.3, the formulation re-states what coping with a goal means in relation to

---

12 That formulations can be used strategically in this way underlines that they are acts in the interaction. As comments on the prior talk, formulations have been labelled meta-talk in a more linguistically oriented approach to the description of different discourse markers (Schiffrin 1980:200). Even though much of this type of analysis draws on and incorporates some understanding of conversational analytical findings, it discards the sequential analysis, and fails to recognize the action preformed by formulating and the interactional tasks the participants perform by them.
the goal. These two different types of rephrasings represent Heritage and Watson’s distinction between *gists* and *upshots* (1979:130). The difference between the two is rather fine, as gists and upshots both form conclusions, but whereas gists are rephrasing the preceding talk in other words, upshots are conclusions inferred from the previous talk. Heritage & Watson do not uphold this distinction as being markedly significant, nor does subsequent research mention the different types of formulations. However, in the data presented here the distinction makes sense as it is reflected in the format and design of the formulations. This will be explored further in the next section.

### 4.2 Turn format

This section will explore further the formats of the 14 formulations collected: examining which formats are used, and how these are distributed in relation to the formulation-type they present.

The formulations in this collection fall into two formats. The first format was seen in excerpts 4.1 and 4.2 where the formulations are introduced by the conjunction ‘so’ ‘So that is what it takes,’ ‘in excerpt 4.1 and ’So he is ready for...’; in excerpt 4.2. The second formulation format is introduced by a ‘summing up-clause’ – possibly but not necessarily preceded by ‘so’ – as seen in excerpt 4.1: ‘So what you are saying’ and in excerpt 4.3: ‘That will say... / That means...’ In the latter two examples, the formulations are prefaced by a clause presenting it as some form of what was being said, and the first format is not. The formats point to a distinction between upshots and gists being embedded in the turn design: The formulations, in excerpts 4.1 and 4.2, state what follows from the previous talk, and in excerpt 4.3, the formulation says in other words what coping with a goal means in relation to the goal. Excerpt 4.4 shows a format similar to that of excerpt 4.3.

Excerpt 4.4 ICC5_230507

<table>
<thead>
<tr>
<th></th>
<th>Clr: Min første indtryk er (0.3)</th>
<th>(((snap))</th>
<th>My first impression is (0.3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Com: (())</td>
<td>(((Client moves her right hand up and down showing measuring people))</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Clr: hvor stor eller lille er vedkommende, how big or small is the person in question</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(. )</td>
<td>how big or small is the person in question</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Clr: Og så begynder vi at kigge</td>
<td>Og så begynder vi at kigge</td>
<td></td>
</tr>
</tbody>
</table>
In excerpt 4.4, the client is telling the coach how the persistent wish of weight loss has affected how she views other people. In lines 8-13, the formulation is introduced by a similar ‘summing up clause’ as used in excerpt 4.3, however here in an interrogative format. The formulation is furthermore named as an ‘additional result’. In formulating the essence of the prior talk, the coach makes more of it by constructing it as an additional positive result of the client reaching her goal.

The table below shows that all the formulations found in the data exclusively use these two formats – either an introducing ‘so’ or ‘so’ + ‘summing up clause’ – and moreover, that they seem to make up two distinctive sets: ‘so’ + ‘summing up clause’ prefaced formulations are gists, and ‘so’ prefaced formulations are upshots. This corresponds with 4.1 and 4.2 being upshots formulating what follows from the prior talk, whereas 4.3 and 4.4 are gist, rephrasing prior talk.
Table 2: Formulation formats

<table>
<thead>
<tr>
<th>Formulations of</th>
<th>Excerpt 4.1a</th>
<th>Så det er det der skal til, → So that is what it takes,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excerpt 4.2</td>
<td>Så han er klar... → So he is ready...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.5b</td>
<td>Så det her det fører... → So this leads...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.6b</td>
<td>Så han er med for at... → So he is there to...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.7</td>
<td>Så••• (glæden) han er faktisk... → Yes so••• (the joy) he is actually...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.8</td>
<td>Så du••• simpelthen mellem... → So you simply have to figure out...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.9</td>
<td>Så det er vigtigt for dig at tro... → So it is important to you to believe...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.10</td>
<td>Så det er vigtigt for dig at (0.2) du har en stemme indeni... → So it is important to you (0.2) you have a voice inside...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.13</td>
<td>Så risikoanalysen er det... → So the risk analysis is that...</td>
</tr>
<tr>
<td>Upshots</td>
<td>Excerpt 4.1b</td>
<td>Så de- (.) Så det du siger der er... → So ther- (.) So what you are saying there is...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.3</td>
<td>Det vil sige når du siger... → That means when you say...</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.4</td>
<td>Vil det sige at oh et yderligere... → Does that mean that uh an additional result</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.6a</td>
<td>Så det vil sige at den her (0.6) djævel... → So that means that this (0.6) devil</td>
</tr>
<tr>
<td></td>
<td>Excerpt 4.14</td>
<td>Det vil sige at hvis du... → That means if you...</td>
</tr>
</tbody>
</table>

These examples all confirm that different turn designs relate to the difference between these two types of formulations. A further indication is that this distinction seems to be oriented to by the coach when formulating the talk. This is seen in the repair in excerpt 4.1.

From excerpt 4.1

21  Coa:  Så de- (.) Så det du siger  
So ther- (.) So that you say  
So ther- (.) So what you are saying
The formulation is introduced by ‘so’ + a reporting clause ‘what you are saying’. The reporting clause is added after a repair initiation on ‘So ther-’. It seems the coach initially was going straight for ‘so there is not anything...’, making the ‘so’ the only summing-up marker of the formulation. Repairing ‘so ther-’ suggests an orientation to formulating a gist as requiring a different turn format.

As mentioned in the preceding, the difference between gists and upshots is rather fine. As formulation-types, they both conclude something in relation to the previous talk, but since both formulation-types always make something more of the original talk by their selectivity, the inference – adding what follows from some line of talk – can be almost undistinguishable from the highlighted summary. As such, upholding a strict distinction between the two types is not necessarily informative. However, having two different formulation-formats serves another purpose. The formulation from excerpt 4.1 is a second formulation. The first is a ‘so’-rephrasing, and they follow immediately after each other. The second formulation relates to the same talk as the first. Thus having these two formats, presents two different ways of drawing out conclusions from the same preceding talk. This is not uncommon in this data set: 6 of the 14 formulations follow each other in pairs. The formulation in excerpt 4.4 is also part of a formulation pair, here presented as excerpt 4.5, and likewise, excerpt 4.6 shows a formulation pair.
Excerpt 4.5 ICC5_230507

1. Coa: 1→ =Vil det sige [at ] øh
   =Will that say [that] uh
   =Does that mean that uh

2. Cli
   (((sniff)))

3. Coa: 1→ et yderligere resultat af at nå det her mål
   an additional result of to reach this here goal
   an additional result of reaching this goal

4. 1→ det er at du behøver [ikke] at
   betrachte
   that is that you need [not] to look
   that is that you do not need to look at

5. Cli: [krm ]

6. Coa: 1→ alle andre mennesker [ker] i forhold til deres vægt,
   all other people in relation to their weight,
   other people in relation to their weight,

7. Cli: [JA ]
   [YES]

8. Cli: [JA ]
   [YES]

9. Coa: Ok(h)ay.
   Ok(h)ay.

10. (1.7)

11. Cli: Jeg vil være så (ful-/fut-)
    I will be so (com- )
    I will be so com-.

12. Jeg [ved at jeg ikke (f)]
    I [know that I not (f) ]
    I know that I do not (f)

13. Coa: 2→ [Så det her det ]
    [So this here it ]
    So this will

14. 2→ fører meget mere med sig end: [æ:h]
    leads much more with itself than: [e:h]
    lead to much more than e:h

15. Cli: [JA ]
    [YES]

16. (0.8)

17. Cli: Det er ikke bare et spørgsmål
    It is not just a question
    It is not just a question

18. om .hhh at tabe sig.
about .hhh to lose yourself.
of .hhh losing weight.

19 Og jeg *v: øh og og det er det blevet endnu mindre...
And I *w: uh and and that is it become even less...
And I *w: uh and and that it has become even less...

Excerpt 4.6 ICC5_230507

1 Coa: [Hvad sker der ] Hvad sker der
[What happens there ] What happens there
What will happen What will happen

2 Coa: hvis han slet ikke er der.
If he ADV not is there.
If he is not there at all.

(3.2)

4 Cli: Hvad sker der hvis han slet ikke er der.
What happen there if he ADV not is there.
What will happen if he is not there at all.

(3.7)

6 Cli: Så er det min egen skyld
Then is it my own fault
Then it is my own fault

7 hvis jeg ikke når målet.
if I not reach goal the.
if I do not reach the goäl.

8 Så er det endnu mere min egen skyld.
Then is it even more my own fault.
Then it is even more my own fault.

(0.6)

10 Coa: Okay. [Hvad gør] det ved dig
Okay. [What do ] it to you
Okay. What does it do to you

11 Cli: [( ])

12 Coa: =hvis nu (. ) du ikke når målet
=if now (. ) you not reach goal the
=if you do not reach the goäl

13 Coa: og det er din egen skyld.
and it is your own fault.

14 Cli: Men så sænker det mit lev- mit selvværd,
But then lowers it my lev- my self-worth,
But then it lowers my self-worth,

15 Coa: Så sænker det dit selvværd,
Then lowers it your self-worth,
Then is lowers your self-worth,

16 Cli: Ja det gør det.
Yes, it does that.
Formulating the Client’s Talk

17 Cli: (0.7)

18 Cli: Fordi så s:::

Because then t:::

19 Coa: 1→ [Så] det vil sige
[So] that will say
[So] that means

20 Coa: 1→ at den her (0.6) <dævel er med til at> (1.0)
that this here (0.6) <devil is with to toINF> (1.0)
that this (0.6) <devil is partly> (1.0)

21 Coa: 1→ passe på °at dit selvværd det ikke ryger?°
looking out °that your self worth it not lost?°
looking out for °that your self-worth is not lost?°

22 (1.1)

23 Coa: Er det det du siger,
Is that that you say,
Is that what you are saying,

24 Cli: °Ja°
°Yes°

25 (1.3)

26 Coa: °Okay°=
°Okay°=

27 Cli: =Det er det jeg siger.
=That is that I say
=That is what I am saying.

28 Cli: .hhhh Æmed bevæg[else. ] Ja°
.hhhh Æwith emo[tion. ] Yes°

29 Coa: [°Okay°]
[°Okay°]

30 (0.5) [((coach begins writing))]

31 Cli: Det er det.
That is it.
It is that

32 (0.9)

33 Coa: 2→ Så han er [med for at (.).und[agå ] [ø::h (0.9)
So he is [there for to (.). a[void ] [e::h (0.9)
So he is there to (.). avoid e::h (0.9)

34 Cli: [° Ja° ]
[° Yes° ]

35 com: [((coach looks up from notepad))]

36 Coa: 2→ [ø::h (0.9) [knæk på selvværdet eller hvad,
[e::h (0.9) [breach on self-worth the or what,
[breach on the self-worth or what,
In excerpt 4.5, the coach presents a result of reaching the goal (as described in connection with excerpt 4.4) in a ‘summing-up clause’ format, and in lines 13-14 he makes a second formulation, a generalised version of the first, prefaced only by ‘so’. Likewise in lines 19-21 in excerpt 4.6, the formulation-format is ‘so + ‘summing up’-clause’, and the following formulation is prefaced only by ‘so’-lines 33 and 36. Accordingly, the formulations can follow each other gist—upshot, excerpts 4.5 and 4.6, or upshot—gist as in excerpt 4.4, but in none of the cases is the same format used twice.

In all three cases, where two rephrasings follow each other, the choice of the first format seems to restrict the choice of the next. Having these two formats, presents two different ways of drawing out conclusions of the interaction. It also highlights the topic of the talk twice, emphasizing it more strongly.

Another striking feature of the formats is the verb used. Most of the so-prefaced formulations are, other than ‘so’, introduced by pronoun + a form of ‘to be’, and all formulations introduced by the summing up clause – whether it is the formulaic ‘that will say/that means’ or the reporting clause ‘what you are saying’ – use the verb ‘say’. None of the formulations use verbs such as mean, imply, suggest or claim. A verb such as mean indicates that what is reported relates more freely to the original talk, and verbs such as imply, suggest and claim, all express the speaker’s stance to the original talk. These verbs make explicit some allusion in the talk indicating that the speaker may not agree with was what said. Neither are lexemes that ‘push the point’ such as really or actually used. 14 examples of formulations using these restricted verbs forms therefore suggest that, in this particular setting, such formulations are kept in neutral tone. They are not putting a point forward too strongly and are not used as argumentative moves.

Drew (2003) shows that specific formulation-formats are found in specific institutional settings. He argues that the activities associated with the institutions concerned are played out in the format of the formulations, making them constructions in concordance with the specific institutional activities. In the excerpts presented so far, the topics discussed are diverse, and the local activities in which they are engaged are also varied. For instance in excerpt 4.6, the second formulation is done in the service of note taking: the coach writes down the
formulation. However, they all have the overall institutional setting of coaching in common, and the principles of client autonomy and authority tie in well with the lexical choices in the formulations identified. In fact, because formulations invite the other participant to at least confirm it, formulations are a way of summing up the conversation that attributes epistemic authority to the co-participant. The epistemic authority can be further reinforced or diminished by the choice of verb, and the design in general.

Formulations may be used as argumentative moves, and in such cases, they are not oriented to other-participant control. Therefore, formulations are not per se rendering epistemic authority to the client, but they can be done in ways which orient to it. The issues of epistemic authority will be explored further in section 4.4, but first responses to formulations are examined.

4.3 Responses

Another aspect of the formulation sequences, which stresses the client’s epistemic authority, is the responses of the client. This section will look at how the client’s responses demonstrate her ownership of issues discussed, and how this display of epistemic authority is pursued by the coach.

Formulations have an almost question-like pragmatic force. As yes/no-interrogatives, they invite the co-participant to relate to the presented version of the talk and, as a minimum, confirm or dismiss it (Heritage & Watson 1980). Almost all formulations receive an agreeing response, and moreover, most responses are done in a manner that not only confirm the formulation but also emphasise the client’s ownership of the matter discussed. One of the ways this is done is through a repeat-confirmation, i.e. a confirming response that consists of a ‘yes’ and a repeat of the formulation. This is seen in excerpts 4.1, 4.2, 4.3.

From excerpt 4.1

15  Coa: → Så det er det der skal til,  
     So that is that there must to,  
     So that is what it takes,

16  Cli:  ⇒ Ja. Det er det der skal til.  
     Yes. That is that there must to.  
     Yes. That is what it takes.

30  Coa: → Så det er det der skal til,  
     So that is that there must to,  
     So that you say
     So ther- (.) So what you are saying
der er ikke noget der kan forhindre det (0.2)
there is not anything that can prevent it (0.2)
there is nothing that can prevent it (0.2)

hvis [du ] har den her plan,=
if [you ] have this here plan,=
if you have this plan,=

Cli: [*ja* ]
[*yes* ]

Cli: =*hja*
=*hyes*

Coa: detaljeret (0.3) risikoanalysen
detailed (0.3) risk analysis the
detailed (0.3) the risk analysis

Cli: ⇒ *Nej (. ) Så kan der i hvert fald
*No. ( .) Then can there in any case
*No. ( .) Then there is in any case

⇒ ikke være nogle ting som er står i min magt...
not be any things which is stand in my power...
nothing which is in my power...

From excerpt 4.2

8 Coa: ⇒ Så han er klar til næste mål nu=
So he is ready for next goal now=
So he is ready for the next goal now=

9 Cli: ⇒ =Ja det er han faktisk.
=Yes that is he actually.
=Yes he actually is.

From excerpt 4.3

13 Coa: ⇒ så er det et realistisk mål.
then is it a realistic goal.
then it is a realistic goal.

14 Cli: ⇒ Ja. Så er det et realistisk mål.
Yes. Then is it a realistic goal.
Yes. Then it is a realistic goal.

All these responses agree with and confirm the formulations. The response-formats show the difference between agreeing and confirming: in doing agreement, no authority is assumed, whereas doing confirmation is assuming authority in relation to the talk. In the confirmation lies the claim that the client has the knowledge to ‘judge’ whether the coach’s conclusion is right or wrong. The 'yes' +
full/partial repeat is emphasising that the formulation is indeed the case, and that the client has the epistemic authority to judge that because she is the ‘owner’ of the issues discussed. The client’s responses affirm that what the formulations sum up was all long the client’s to tell, and that the coach is only able to do his conclusions on the basis of her talk. Schegloff (1996:181) shows in relation to what he describes as “confirming allusions” that repeat-confirmations occur when what is being confirmed has previously been conveyed. His ‘allusions’ are similar to formulations in that they are b-event statements, and likewise, the repeat-confirmation not only agrees with the formulation but confirms it in a way that affirms: yes this is what I said earlier. As Stivers puts it:

“By doing the confirmation with a full repeat rather than a “Yes” or “That’s right” the speaker highlights that this is a claim which is within his domain and which he has primary rights to make.” (Stivers 2005:137).

In these data, this finding is consistent with the findings that confirming responses, which include a following elaboration, only are confirmed with ‘yes’ as seen in excerpts 4.7 and 4.8.

Excerpt 4.7 ICC5_230507

1  Cli:  .hhh Men når han nu har siddet deroppe
        .hhh But when he now has sitting there_up
        .hhh But when he has been sitting up there

2  Cli:  og sagt at æ:h du når det jo
        and said that e:h you reach it ADV
        saying that e:h you won’t make it

3  Cli:  alligevel ikke (0.5) så bliver jeg (.) godt glad
        anyway not (0.5) so become I (.) wildly happy
        anyway you know (0.5) then I will be wildly happy

4  Cli:  hvis det lykkes alligevel.
        if it succeeds nevertheless.
        if it nevertheless succeeds.

5  (0.4)

6  Coa:  Ja så- så- (glæden) [han er faktisk med til
        Yes so- so- (joy_the) [he is actually with to
        Yes so- so- (the joy) he is actually helping

7  Cli:  [S:::

8  Coa:  at gøre glæden endnu større[:
        toINF do joy_the even bigger[:
        to make the joy even bigger:
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9 Cli: ⇒ [Ja fordi s:
[Yes because t:
Yes because t:

10 Cli: ⇒ hahaha hvad sagde jeg.
hahaha what said I.
hahaha I told you so.

11 Coa: Ja
Yes

12 Cli: ⇒ Kan jeg jo så sige til ham ikke?:
Can I then say to him right?:
I can then tell him right?:

Excerpt 4.8 ICCZ_240507

1 Coa: ⇒ Så du står simpelthen mellem
So you stand simply between
So you simply have

2 ⇒ at at skal finde ud af
to to must figure out of
to to figure out

3 ⇒ hvad er det egentlig jeg vil (0.3)
what is it really I want (0.3)

4 ⇒ når det kommer til stykket.=
when it comes to piece_the.= ((idiom))
when it comes down to it.=

5 Cli: =[.mt ]

6 Coa: ⇒ =[Hvad] er det egentlig jeg vil,=
=[What] is it really I want,=

7 ⇒ =Vil jeg have (.) et fast job?
=Will I have (.) a regular job?
=Do I want (.) a regular job?

8 ⇒ eller vil jeg have mit (.) have mit eget firma.
or will I have my (.) have my own company.
or do I want my (.) want my own company.

9 \[ (Hvad er det) ]
[What is it ]

10 Cli: ⇒ [hhhhh Ja og så ] Og så tshhh vel vidende
[hhhhh Yes and then] And then tshhh well knowing

11 ⇒ at [d(h)er ] er jo ikke
that [th(h)ere] is ADV not
that [th(h)ere] is not you know

12 Coa: [ja ]
[yes ]

13 Cli: ⇒ frit valg på alle hylder
free choice on all shelves ((idiom))
In excerpts 4.7 and 4.8, the formulations are confirmed and further elaborated. In excerpt 4.7, the client is explaining how overcoming her own doubting inner voice will make her happy. This is formulated by the coach (lines 6 and 8), and the client, in lines 9-10 and 12, confirms the formulation: firstly with a ‘yes’ and then an elaboration accounting for why the inference in the formulation is correct.

In excerpt 4.8, the formulation puts forward two options concerning the client’s work situation. Here, the initial confirmation (line 10) is followed by an amendment, stating that even though the choice put forward in the formulation is essentially the choice the client is facing, the actual situation is more complicated.

In both responses, the client adds, alters or amends the formulations. The elaborations portray the client as having the knowledge and rights to define what her previous talk meant, and to determine whether the formulation captured that. Both ways of doing confirmations, the ‘yes’ + full/partial repeat and the yes + elaboration, are not only confirming the formulation but emphasising the client’s ownership of what is formulated.

That formulations seek confirmation rather than just agreement is made explicit by the lack of response in the next excerpts. In excerpt 4.6 and 4.8, the confirming response from the client is delayed.

From excerpt 4.6

20  Coa: Så det vil sige at den her (0.6) <devil>  So that will say that this here (0.6) <devil>
21 <er med til at> (1.0) passe på  <is with to toINF> (1.0) looking out</is part of> looking (1.0) out for
22 °at dit selvværd det ikke ryger?°  °that your self_worth it not lost?°
23 °that your self_worth is not lost?°

23  (1.1)
24  Coa: → Er det det du siger,  Is that that you say,
Is that what you are saying,
25  Cli:  "Ja"  "Yes"
26  (1.3)
27  Coa: 'Okay'=
The search for confirmation is in excerpt 4.6 explicitly marked. At first, the formulation (lines 20–23) gets no response as the client is very emotionally moved by the talk. The formulation is followed by a 1.1 silence, before, in line 24, the coach pursues a response with a confirmation-seeking question. The client responds first with a high pitch ‘yes’ depicting her emotional state, and after another silence and a ‘yes’ from the coach, the client does a confirming repeat of the confirmation-seeking question.

Delays and failures to respond are typical features of dispreferred turn shapes, as it disrupts the contiguity of the talk and marks some kind of interactional trouble (Pomerantz 1984, Davidson 1984). It could indicate disagreement, but there is nothing in the coach’s response-pursuit that seems to indicate that understanding (see Davidson 1984 and Schegloff 2007 for the design of subsequent versions in environments of possible dispreferred responses), and as mentioned, the client is very emotional at this stage – on the verge of tears – which could be a very likely reason for her delayed response.

The coach’s response-pursuit emphasises not only the preference for the client’s confirmation, but the format also reaffirms that it is asking about the client’s previous talk. Several formats could have been used to pursue a response: different ‘tag-like’ elements such as ‘or’, ‘or what’ or truth-verifying clauses such as ‘is that correct / is that true’. However, the pursuit, in line 24, is explicitly asking the client to relate to the formulation as a version of her own talk.

The pursuit finally achieves a confirmation from the client. In line 28, she confirms the formulation with a repeat of the response-pursuing question. This again explicitly points out that the client is the originator of the talk and recognises her ownership of what was said, and of what was meant by what was
said. However, the confirmation is not given immediately. The first response is an agreeing ‘yes’ (line 25), and, only after a silence and an ‘okay’ from the coach, does the client produce the repeat-confirmation.

Similarly, excerpt 4.9 shows an orientation towards confirmation as the preferred response.

Excerpt 4.9 ICCZ_240507

1 Coa: → Så det er vigtigt for dig
So it is important for you
2 → at tro på dit eget firma=
to believe in your own company=
3 Cli: =.mt ja
=.mt yes
4 Coa: → ø::h men der er ting
u::h but there are things
5 → der er:: vigtigere i livet.
there are:: more important in life.
6 Cli: ⇒ Ja
Yes
7 Coa: Ja
Yes
8 Cli: ⇒ Det er der.
It is there.
There is.
9 Coa: Prøv at- at ø::h fortæl lidt mere om-
Try to- to u::h tell a little more about-

In excerpt 4.9, the client confirms the formulation with a ‘yes’ in line 6, and a repeat in line 8. The agreement-token ‘yes’ and the repeat are here, such as in excerpt 4.6, lines 25 and 28, separated into two turns, and the repeat relates specifically to the last part of the formulation about the importance of other aspects of the client’s life. The coach produces a minimal yes in between the client’s agreement and confirmation, but he does not ask the next question until the confirmation is given. Again, this is similar to excerpt 4.6, where the coach does not begin his note taking (see line 30) until the client has confirmed the formulation. The coach’s minimal turns following the client’s agreements are understood by the client as seeking more in the response. That the coach seems to be ‘holding back’ his next action until the confirmation is given, stresses an orientation towards
confirmation – not just agreement – as the preferred response.

However, not all formulations are confirmed. In excerpt 4.10, the client has told how she sometimes doubts whether she will get her consultancy going at all. She has described this as a doubting inner voice.

Excerpt 4.10 ICCZ_240507

1  Coa: Hvord- Hvordan vil det være
   Ho- How will it be
   ((09.32))

2  hvis: eh stemmen den ikke var der?
   if: eh voice the it not was there?
   if: eh the voice was not there?

3  Cli: Så ville det ikke være mig.
    Then would it not be me.
    Then it would not be me.

4  Coa: Så vil det ikke være dig?=
    Then would it not be you?=
    Then is would not be you?=

5  Cli: =Nej.
    =No.

6  Coa: ;Nej.
    ;No.

7  (4.1)

8  Coa: → Så det er vigtigt for dig
    So it is important to you

9  → at (0.2) du har en stemme indeni (0.2)
    that (0.2) you have a voice inside (0.2)

10  → der så siger arh:: (0.7)
    which then says arh:: (0.7)

11  → hold nu lige [lidt igen.
    hold now just [little back. ((idiom))
    hold your horses.

12  Cli:  [hhh.hh ((client smiles/laughs))

13  Cli: ⇒ Jeg ved ikke om det er vigtig for mig
    I know not whether it is important to me
    I do not know whether it is important to me

14  ⇒ men den er der.
    but it is there.

15  Coa: Den er [der.
    It is [there.

16  Cli: ⇒ [Og det er ikke vigtigt for mig
    [And it is not important to me
The formulation, in lines 8-11, is both summarising the relationship between the client and her doubt with an assessment labelling the doubt as ‘important’ (line 8), and it is also characterising the doubt as a factor holding the client back: done by animating the voice of the doubt in the direct speech in line 10-11.

The dismissal of the formulation is done first by denying having the knowledge to confirm or disconfirm the assessment in the formulation: ‘I do not know whether it is important to me’. Thereby the client treats the rephrasing as irrelevant. Secondly, the client formulates the essence of the talk in line 14, and finally she states that the doubt is not something she wants to go away in lines 16-17.

This dismissal of the formulation is done in an environment of an already established misalignment. Immediately preceding the formulation, the client is dismissive towards the agenda concerning her doubt. In the question-answer sequence in lines 1-3, the coach asks for a description of a future scenario where the doubt is not there. The question is a future-projection question: The client is asked to describe a future scenario set up by the question. In her response, the client shows that she does not go along with the future projection. Instead of giving a description, she makes an assessment, stating that if she did not have doubt then ‘she would not be herself’ (line 3). The client is being dismissive by invoking her personal authority to know ‘who I am’ and ‘what is me’. Accordingly, when the coach formulates the prior talk in line 8-11, he also formulates the misalignment of that talk.

To sum up, when formulations receive confirming responses, the responses do not only confirm the formulation, but also emphasise the client’s ownership of the issues discussed. In the responses, the client stresses her epistemic authority to know what was said and how it can be rightly summarised.

Furthermore, formulations seek confirming responses, and such responses are pursued when absent. The coach therefore displays an orientation towards not just getting an agreeing response, but a confirming response, and as such the coach is also pursuing the display of client ownership.

4.4 Epistemic Authority
Assigning or claiming authority is not an inherent trait of formulations. Hutchby shows that formulations can be used to exercise control over the agenda of the
Formulating the Client’s Talk

cornerstone (Hutchby 1986:52). Formulations present an essence of the prior talk, and as such formulations are a way of shaping the agenda. This can be done in more or less ‘neutral’ ways, and the formulation formats found in coaching conversations are designed to display non-argumentative, non-interpretive relations to the prior talk, and are thus among the most ‘neutral’ formulations.

In addition to this, some of the formulations are designed in a way that attributes epistemic authority to the client. The verb-choice in formulations, the ‘yes’ + full repeat response, and the pursuit of confirming response mentioned above all point to client authority being a salient feature of formulating in coaching conversations. Further examples of the orientation to client authority are seen in different design features of formulations in excerpts 4.11–4.14.

Excerpt 4.11 ICC5_230507

1 Coa: Så han er [med for at (.)und[gå ]
So he is [there for to (.) avoid ]
So he is there to (.) avoid e::h (0.9)

2 Cli: [°°Ja° ]
[°°Yes° ]

3 com: [((coach looks up from notepad))]

4 Coa: [ø::h (0.9) [knæk på selvværdet eller hvad, [e::h (0.9) [breach on self-worth_the or what, [breach on the self-worth or what,

5 com: [((Coach looks at notes again and writes))]

6 com: [((Coach looks from notes to client))]

7 Cli: Ja
Yes

8 Coa: Undgå (. ) [Kan] vi kalde det [det? ]
Avoid (. ) [Can] we call it [that? ]
Avoid (. ) Could we put it like that?

9 Cli: [Ja ] [Ja ]
[Yes] [Yes ]

When initiating the formulation (line 1) the coach is taking notes. He writes and looks up from and down at his notes while finishing the formulation. The formulation is part of the coach’s note taking: he is getting the essence of the talk on record.

Two parts of this sequence show an orientation to client authority: the first is the questioning ‘or what’ attached to the formulation in line 4. The conjunction ‘or’ introduces an alternative and ‘what’ leaves the alternative unspecified. Leaving the alternative open gives the client an invitation to formulate her own upshot and
thereby also to reformulate the formulation already given. The second is the confirmation-seeking question, specifically targeting the wording of the formulation: 'Could we put it like that?', in line 8.

Done in the context of a preceding formulation (see excerpt 4.6) that did not get any immediate uptake, the interrogative formats could be a way of securing an immediate response, as they upgrade response elicitation. The confirmation, which is emphasised by extra stress, is nevertheless also treated as insufficient, similarly to excerpts 4.6 and 4.9. Here, the coach continues with a confirmation-seeking question in line 8: a question that specifically targets whether the formulation is phrased appropriately.

The emphasis on the client’s confirming authority could be related to the context of getting an essence of the talk on record. The record is preserved for later consultations. Assuming coaches consult their notes to recall what has been talked about on previous occasions, the written version becomes in a sense the official version of the talk. If it is important that this version is shared by the participants, it becomes essential that the client not only agrees with but also confirms what is written down. The continued search for confirmation is securing that it is the client’s understanding of her own situation that goes on record.

By marking the formulation with a questioning attachment, and by explicitly seeking confirmation of the wording of the formulation, the coach orients and adheres to the right of the client to approve the conclusion drawn by the formulation. Heritage & Raymond (2005) describes a similar function of tag-questions in first position assessment: the tags make the assessing action secondary to the questioning action, which again makes the response constraints primarily an answer and secondly, an agreement. In that way, epistemic authority is handed over to the co-participant. The ‘or what’ in the excerpt above has a similar function. The questioning ‘or what’ displays the coach’s understanding of the client as having the primary right to draw conclusions from her own talk and about her own life.

Another means of marking the client’s epistemic authority is to use interrogatively formatted formulations, as in excerpts 4.12 and 4.13.

From excerpt 4.5

1 Coa: =Vil det sige [at ] uh
     =Will that say [that ] uh
     =Does that mean that uh

2 Cli           [((sniff))]

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et yderligere resultat af at nå det her mål
an additional result of to reach this here goal
an additional result of reaching this goal

Coa: det er at du behøver [ikke] at betragte
that is that you need [not] to look
that is that you do not need to look at

Cli: [krm]

Coa: alle andre mennesker i forhold til deres vægt,
all other people in relation to their weight,
other people in relation to their weight,

Cli: [JA]
[YES]

Cli: JA
YES

Excerpt 4.12 ICC5_240507

1 Cli: Jeg vil simpelthen gå ind og lave risikoanalysen
I will simply go in and do risk_analysis_the
I will simply do the risk analysis

2 som vi gør i i .hh Hvor man går ind og siger
as we do in in .hh Where one go in and say
as we do in in .hh Where you say

3 der er forskellige = Man kan afbryde
there are different = One can abandon
there are different = You can abandon

4 og forebygge .hh[hh ] fjerne hindringer
and avert .hh[hh ] remove obstacles

5 Coa: [okay]
[okay]

6 Cli: og man kan lave en plan B. =
and one can make a plan B. =
and you can make a plan B. =

. ((16 lines omitted where the client describes
. the risk analysis.))

7 Cli: Og andre ting har jeg gjort
And other things have I done
And other things I have done

8 for at de slet ikke kom til at ske.
so that they not came to happen.
so that they did not happen at all.

9 Coa: Ja. Så risikoanalysen er det egentlig
Yes. So risk_analysis_the is that actually
Yes. So the risk analysis is that actually
The formulation, in excerpt 4.5, is introduced by the summarising ‘does that mean’ here with the interrogative inverted word order, and likewise, lines 9-10, in excerpt 4.12, show a concluding question. This question formulates an upshot of the client’s description of how she will perform a risk analysis, asking whether it can be summed up as ‘uncovering obstacles’.

The interrogative syntax increases the confirmation-eliciting force of the formulation. The interrogative syntax presents the coach as a questioner, i.e. one who is lacking knowledge and seeking it of the client, who is presumed to have it, and thereby explicitly cedes epistemic authority to the client.

Interrogative formulations, however, are not the only way to display and enhance the epistemic authority of the client. Other means are: reported speech, here from excerpt 4.1, and a conditional sentence (excerpt 4.13).

From excerpt 4.1

7 Coa: Så det er det. So that you say
8 der er ikke noget der kan forhindre det (0.2) there is not anything that can prevent it (0.2)
9 hvis [du ] har den her plan, if [you ] have this here plan,

Excerpt 4.13 ICC5_230507

1 Cli: Fordi::: når jeg kunne det her ((34:21)) Because::: when I could this here
2 Coa: Ja Yes
3 (1.4)
4 Cli: så φ:::h then u:::h then u:::h
5 hff::::: [kan jeg vel også det andet ] hff::::: [can I surely also that other]
The use of the reported speech format in the formulation, from excerpt 4.1, ‘disguises’ the formulation as the client’s talk. It does not claim to repeat the client’s actual words, but portrays the inference made as being originally done by the client. As such, it makes explicit the client’s ownership of the formulation, even though it is the coach, who verbalises it. Clift (2008) shows that reported speech can be used when a speaker wants to underline that whatever is reported was prior to the present interaction. As such, what is reported is claimed to have been done by the client prior to the coach reporting it. The use of reported speech, in the formulation above, can be seen to do similar work: the reported speech not only
indicates that it belongs to the client, but also that the inference the formulation presents was made prior to this point. In this way, the formulation emphasises the client as the originator of the inference.

Excerpt 4.13 follows immediately after excerpt 4.2, where the coach and the client talked about the client being ready to pursue a new goal when she has reached this one. The formulation, in lines 8, 12 and 16, makes up a conditional sentence: an if-then construction. A distinctive feature of the conditional construction is that it projects what it takes to be complete. The client can therefore anticipate a subsequent then-clause to complete the construction. The orientation towards the projection is reflected in the client’s different actions as the coach’s turn unfolds. In line 10, after the if-clause, the client aligns herself as a listener with only a minimal acknowledging response, showing an orientation to the end of the if-clause as not being a turn-transitional place, but in line 17, after the first then-clause, the client does the ‘yes + repeat confirmation, marking the orientation to the possible completion point of the coach’s turn.

Because it is possible to know what it takes to complete the turn it is also possible for a participant other than the speaker to complete it. The completion point of the if-clause is described by Lerner as having:

“...dual characteristics of not being a transition relevant place itself, while nevertheless being the place from which a turn can be brought to the next transition-relevant place” (Lerner 2006: 53).

This makes constructions such as conditionals suited for collaborative completions: that is, where one participant completes the turn initiated by another.

In this case, the client does not complete the conditional, but there is ample opportunity for her to do so. In line 10, after the completion of the ‘if-clause’, there is a gap, as the coach does not immediately initiate the then-clause, and the initial ‘then’, (line 11) is stretched and followed by a hesitation marker and a pause, which again provide the client with plenty of opportunities for entry. Even the coach’s gestures – his arms showing something opening up (lines 13-14), acting out the not yet verbalised then-clause – provide the client with cues she needs to finish the turn.

The possibility of anticipatory completion enhances the client’s involvement in drawing up the conclusions of the formulation. Designing this action as a
conditional construction adds the possibility of the client co-constructing the formulation, and thereby leaving the actual conclusion up to the client.

Another feature that also increases the possibility of client involvement is the possibility of doing the then-clause as a list, or at least adding several then clauses to the conditional construction. In line 16, the coach adds another ‘then-clause’ giving another result of reaching the goal. The conditional construction is in this way suitable for expanding the formulation, and is as such both increasing the concluding work done by the formulation, but also increasing the possibility of the client adding her own ‘then-clause’.

To summarise, the formulations done in coaching interaction shape the interaction by drawing conclusions based on the preceding talk of the client. They are done in a non-argumentative manner that orients to the right of the client to draw conclusions from her own talk, and by that attributes epistemic authority to the client.

**4.5 Formulations as a Vehicle for Doing Coaching**

As formulations are A-statements about B-events they are always formulating the talk or the point of the talk of the co-participant. This entails that the client could formulate the talk of the coach and vice versa. However, all the examples of this found in the data set show the coach formulating the talk of the client. This finding is similar to other research on formulations found in institutional interaction. Heritage (1985) points out that, in institutional interaction, formulating is often done by the ‘professional conversationalist’; i.e. the speaker who represents a specific institutional role. This is also in line with the distribution of formulations found in other institutional settings, such as radio call-in programmes (Hutchby 1996), news interviews (Clayman & Heritage 2002) and psychotherapy (Davis 1986, Antaki 2008).

As such, formulations represent an asymmetry consistent with the overall asymmetry in the coaching sessions. Drew & Heritage (1992:47) point out that asymmetry in the turn taking is one of the salient traits of the institutional interaction. Asymmetries also do occur locally in any type of interaction, but in institutional interaction, the rights and obligations embedded in institutional roles create an asymmetry not present in everyday conversations. Accordingly, it is not surprising that formulations are rare in everyday conversations. Drew (2003)  

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13 This is not always the case, see Drew (2003) for an example of psychotherapy where the client is formulating the therapist’s inexplicit talk.
points out that although formulating is not exclusively an institutional practice, few instances of formulations are found in everyday interaction.

In his definition of coaching Whitmore says: “Coaching ... is helping them (the clients) to learn rather than teaching them” (Whitmore 2002:8). O’Connor & Lages phrase it:

“Coaching is a form of process consultation where the coach’s main task is to help clients understand their way of generating problems, not to solve them” (O’Connor & Lages 2007:13).

Both quotes emphasise the role of the coach as not being a problem-solver, nor responsible for the learning process of the client, but rather being responsible for the process that creates learning. The asymmetry represented in the coach being the one who formulates the client’s talk mirrors this asymmetry in responsibility. A way of creating this environment of not taking responsibility can be done by demonstrating that the questions asked build on the client’s own previous actions. In this way, it becomes clear that the client guides what is being talked about and the coach how it is being talked about. This schism between what might be called the coach’s responsibility for the learning process and the client’s responsibility for the learning is captured very well in doing a directive action such as a formulation. On the one hand, the formulation steers the interaction and brings ‘coaching’ perspectives to the client in the conclusion and inferences made. On the other hand, the formulations in this data set are done in a manner that emphasises the underlying coaching principles of client responsibility.

Attributing authority and ownership of the interaction to the client is a salient feature of formulations in coaching sessions. This is not to say that formulations do not exercise any topic control. They do select an aspect of the client’s talk as the topic of the following turn, and, establish a specific understanding or viewpoint of the preceding talk, that may shape, add to or change the viewpoint originally presented. So, formulations can be designed in ways clearly signalling client authority, and on the other hand, they are actions that shape interaction in some direction.

Most of the formulations presented form a positive conclusion: in excerpt 4.1 the absence of a negative ‘nothing going wrong’ is turned into the presence of a positive ‘that is what is takes’. Also, in excerpt 4.1, the second formulation concludes that there are no obstacles for the client in reaching her goal if she
follows her plan. In excerpt 4.4, the client's talk is formulated as an extra gain of reaching the goal, and in excerpt 4.6, the client's prior negative descriptions are turned into positive functions – her own inner doubt being someone who ‘looks out’ for and who ‘prevents a breach’ in her self-worth. Likewise, in excerpt 4.7, the client's doubting voice is again given a positive function formulated as making ‘the joy even bigger’. It is striking that nothing negative or no presented challenges are formulated, and even when areas the client is struggling with, such as inner doubt, are discussed, the talk is formulated positively. Rephrasing the talk in this specific way may therefore be seen as a vehicle for conducting coaching. These formulations do not only steer the interaction, they give a specific positive perspective of the matters related. Such positive perspectives display a very proactive attitude towards the challenges presented, and they create a positive starting point for the client to take action.

The principles underlying the coaching approach stress the role of the coach as a facilitator and the role of the client as being ultimately responsible for reaching the goals set up at the beginning of the conversation. This entails that the coaching sessions aim to create an environment where clients are enabled and supported in taking the necessary actions to reach their goal. Formulations that see positives rather than negatives, potential rather than obstacles, accordingly, establish a coaching relevant ‘point of departure’ for the following part of the interaction.
Conclusions and Perspectives

5 Conclusions and Perspectives

The overall aim of the present study has been to describe coaching interactions: how coaches and clients conduct their ‘business’, manage their activities and generally ‘do’ coaching. The aim has been to gain insight into a type of counselling – that has been and continues as a growing profession – from an interactional viewpoint. The study focuses on coaching as interaction and sheds light on how coaching is constructed and managed by the coach and client: which actions or activities can be said to constitute this type of interaction and how, out of the management of their various activities and their orientation to their identities as coach and client, respectively, coaching comes to exhibit the kinds of patterns that make it the specific type of institutional interaction that we find.

The interactional analyses are at the core of this study as the primary realisation of coaching is through talk in interaction: and though all coaching approaches see language and the use of language and language structures as central in the conduction of coaching, no research, that I know of, has so far investigated the interactional patterns of coaching conversations (see Stein 2009 for coaching research from a discourse analytic approach).

The diversity of the coaching profession, which was discussed in the introduction to this dissertation, is a challenge for coaching research in the sense that when research is based on data from one specific coaching tradition, research findings may be restricted to that setting and not necessarily directly transferable to others.

This study has presented data from a very goal-oriented coaching approach, which has similarities with the classic GROW-model (Whitmore 2002). Findings presented in this dissertation may therefore only be applicable to other coaching approaches insofar as practitioners find them compatible with their own approach. On a general level, any insights into ways in which coaches chose to conduct their coaching can be useful for reflections on their own practices.

However, the diversity also makes research conducted at the current stage of the life-span of coaching particularly interesting, as it is part of establishing a research-based (and perhaps new) foundation for the professionalization of coaching. Accordingly, research insights based on a specific coaching approach may contribute ‘a piece of the puzzle’ in establishing this foundation. In fact, it may be part of the very foundation that will ground coaching as a recognised profession.
Bennett (2006:246) reports on themes and potential research topics in his outline of an agenda for coaching-related research. Among others, he lists “the process of coaching” as a theme for coaching research; and under this heading he mentions “effectiveness of coaching skills”, skills such as question-asking, listening, and encouragement, as a potential topic of future coaching research. The present study provides an insight into the skills of questioning by analysing coaching interactions as they unfold turn by turn. It shows how coaches construct questioning actions, and the research and method presented here thus give insights into one of the research topic listed in Bennett’s outline. The sequential analyses do not only describe the actions of the coach but also the responses they occasion on the part of the client. As such, conversation analysis is a particularly appropriate method for gaining insight into the effect of the practices coaches use.

Accordingly, this study brings both a new analytical approach and insights from that approach to the profession of coaching: it shows how our ordinary turn taking, turn design and language competences underlying any everyday interaction are employed to build and manage the specific kind of interaction coaching is. Knowledge about this particular type of conduct therefore brings insight into how sequences of talk, that are common in everyday interaction, are used to realise this particular type of institutional talk.

5.1 Summary

The analyses presented in the previous chapters all focus on various aspects of doing questioning work. The focus on questions and question constructions was suggested by the data itself, as the primary activities in coaching are asking and answering questions. As the analyses show, this does not mean that ‘questions’ are necessarily doing the action of seeking information: that is, other actions can be realised through questions and interrogative structures. That there is no one-to-one correspondence between the linguistic construction of an interrogative and the action of questioning has been the focus for much research (see for instance Koshik 2005, Heritage & Roth 1995), and ‘professional conversationalists’ such as coaches are well aware of the fact that asking a question is not necessarily straightforward.

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14 Bennett’s study is based on 125 peer-reviewed papers related to coaching, which have been presented in the psychological literature since 1937 (Bennett 2006:243.) He mentions that most of them have been published during the 1990s. This also indicates that research in coaching is a recent development.
The questioning done is formed by the activities the coach and client are involved in, and by inferences and assumptions about the client’s knowledge.

This is a central finding of the analysis of chapter 2: the analysis shows how the different question-types display different assumptions about the client’s state of knowledge – what Heritage has called someone’s epistemic status (Heritage 2009). The ‘pure’ information elicitation questions, question-type I, display the assumption that the client has the knowledge sought; future-orientation questions display the assumption that the client can find the knowledge sought; and hypothetical questions display the assumption that the client is not yet aware of having the knowledge sought but will be able to retrieve it through reflection. So when the coach and the client deal with issues not yet realised, the use of future-orientation questions and hypothetical questions are prevalent in coaching, whereas when the coach is retrieving facts about the client’s current situation questions eliciting that information are used. In this way, the question types are fitted to the business at hand.

When asking questions from a non-directive approach coaches need to be aware that their personal agendas and opinions are not guiding the learning process of the client, and the roles of the coach as the questioner and the client as the answerer partly substantiate this non-directive coaching principle. Also the future-orientation questions and hypothetical questions underline the role of the coach as helping the client unpack untapped potential. The questions reflect that the client will come to know even when she does not know offhand or right away. Such questions are designed to evoke reflexivity, and they attribute epistemic authority to the client (Heritage 2009).

Chapter 2 also identifies complex question constructions that evaluate, advise and direct the client in relation to her goal. Doing advising and directing in such an indirect manner shows how the participants orient to asking questions as the way in which coaching is conducted. Since the coach is aiming at the same time to be non-directive, the overall turn-taking structure of coaching can, however, be seen to work against a coach wanting to advise. This suggests that the question-answer turn-taking may not be the most appropriate for all activities in a coaching session, and that coaches advising, evaluating and directing may be better served not using a ‘question-packing’.

That coaches do advise and direct the client also shows how coaches might assume their responsibility for the coaching process, and the coach’s responsibility for directing the coaching process also places constraints on how questions can be
asked. This study has demonstrated that direction is done as part of questioning, and chapter 3 and 4 furthermore show how the coach guides the coaching session through question constructions. Both the quote-question constructions in chapter 3 as well as the formulations in chapter 4 show a practice of asking questions that lead the interaction in a specific direction. Neither of these practices involves any comment on the client’s talk, and the coach does not display his own stance in relation the issues discussed. The practices do, however, exercise some sort of topic control: they select an aspect of the client’s talk as the topic of the following turn, and where the quote-question constructions question the preceding talk, the formulations establish a specific understanding or viewpoint of the preceding talk. Both therefore shape, add to and change the viewpoint originally presented. In using these practices, the coach therefore presents the view that is the most constructive point of departure in relation to the client’s learning process.

Both practices tie well into the coaching principle of awareness. Both self-awareness and awareness about one’s current life-situation are seen as vital to coaching, because having awareness is having an understanding of what makes it possible to take action and make changes. Both O’Connor & Lages (2007:35) as well as Whitmore (2002:32) say that awareness is knowledge, and that knowledge is different from experience, which may involve assessments and feelings about the given circumstances: awareness is objective knowledge. Therefore, coaching focuses on description of circumstances and not on what the client makes them out to be. A way of creating awareness is by giving another description of the matters at hand, which is what the coach does when he formulates, rephrases, and make adapted quotes of the client’s talk. By quoting and formulating the client’s talk, the client’s circumstances are described once more, and it is therefore possible for the client not only to ‘see again’ her own situation, but also to see it in the edited version of the adapted quotes and rephrasings.

As was pointed out in chapter 3: even though formulations are not questions in the ‘interrogative sense’, they have the pragmatic force of questions. So just as interrogatively constructed questions can perform other actions besides that of questioning, practices such as formulations can do questioning work. The data show that the difference between interrogative questions and formulations is not clear-cut. As the notion of epistemic authority has been used in defining the difference between declaratively formatted formulations and interrogatively formatted formulations, the epistemic authority could establish some defining features that distinguish formulations from questions:
• When asking questions, knowledge is sought that the questioner appears not to have but presumes the questioned to have. The knowledge balance between the participants is therefore portrayed to be unequal with the questioner not having a knowledge (K-) that the questioned has (K+).

• In contrast, formulations rephrase what has previously been told, and as such, formulations make explicit that knowledge is shared between the participants. When formulations nonetheless can be said to have the pragmatic force of questions, it is because of an imbalance in knowledge states and ownership.

Formulations always rephrase the talk of a co-participant and so formulations always express the experiences, opinions or knowledge of another. Accordingly, there is no imbalance in the knowledge between the participants, but rather an imbalance in the ownership of that knowledge, and this knowledge ownership connects to a right to define that knowledge. A fundamental difference between formulations and questions is therefore the imbalance in states of knowledge ownership rights. Questions portray a knowledge imbalance; formulations portray a knowledge-ownership imbalance.

Both the knowledge imbalance displayed when asking questions and the knowledge-ownership imbalance displayed when formulating are central in coaching, as both uphold the role of the coach and the client as facilitator and learner, respectively. Therefore, working to maintain these imbalances can be seen as an essential aspect of conducting coaching. The knowledge and knowledge-ownership imbalances are ways of describing the tasks of coaches that explain the notions of being non-directive and neutral. The present study clearly demonstrates that coaches guide and direct, and that this ‘directiveness’ serves the client because the coach in this way assumes his responsibility over the coaching process and creates ‘coaching relevant points of departure’ in relation to the issues discussed. Accordingly, the term ‘non-directive’ gives no indication of how this principle is to be conducted. The notions of knowledge imbalance and knowledge-ownership imbalance, on the other hand, are derived from the analysis of the conduct of coaching, and with this link to practice, it therefore better explains how coaches may conduct themselves in a non-directive manner.
5.2 The contribution to the understanding of coaching

“What if coaches had a tool where they could listen to, or look at transcripts of, their conversations with clients and be able to name what they were doing in every sentence or phrase that they said? What if the same tool could help coaches be conscious of the choices that they make at each moment of a coach-client conversation? Such a tool would allow coaches to be more self-reflective as practitioners: it would allow them to analyze their own conversations, in the moment and afterwards, and make judgments about what worked and what didn’t work. In short, such a tool could provide the information to help individual coaches pursue mastery of their coaching process.” (Stein 2009:163)

The present study is a descriptive study of aspects of Danish coaching conversations. It is not assessing whether the interactions in the data set can be labeled good coaching conduct or even be labeled coaching at all. It has not been a focus to do an applied study, where practitioners could be advised on how to do coaching better or more effectively. Insofar as this study can be considered to be applied, it is so because it can be ‘the tool of self-reflection’ mentioned in the quote by Stein. In addition to the insights from the analyses highlighted in the summary above, the present study provides coaches with opportunities to reflect on their conduct of coaching: to look at transcripts of talk, to recognize practices used, to evaluate them and their effectiveness (in the ways they think about effectiveness), and thereby to increase consciousness of their own coaching conduct.

The study presented here is exploratory rather than exhaustive: the data are exclusively Danish, which makes it incapable of capturing any cultural differences in the conduction of coaching. Only one language is represented, and specific language constructions may not be transferable to other language contexts as means of doing certain actions. Furthermore, the participants are coaches-to-be and therefore not yet officially certified as coaches – at least not within the ICC framework. It does, however, provide insight into coaching conducts that are foundational not only for the coaches participating in this study but most likely also for future coaches educated within the ICC framework in Denmark.

Furthermore, the question constructions and practices focussed on here are by no means the only ways in which coaches do questioning work, neither in

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15 At least one of the participants has another coach certification.
coaching interactions in general nor in this data set in particular. Also, in terms of evaluating what works and what does not, it will be instructive to focus on the responses to a much greater extent than the scope of the present study has allowed. As the clients display their analyses of the previous turns in their responses, the descriptions and analyses of these responses will give coaches insight into how the clients understand the actions of the coach. An evaluation of the coach’s practices will as such be rooted in the client’s ‘evaluation’, and neither in a researcher’s understanding nor in the coach’s recollection of the coaching session. Accordingly, further research focusing on questioning actions in coaching is still very much needed.

As for future research relating to the findings of this study, one aspect – that ties directly with Stein’s research on coaches’ conversational identities during the different activities in the coaching session – would be to consider the different stages of the coaching sessions to investigate whether specific questioning activities are more salient at different and specific stages. It would for instance be likely that question type I, the information elicitations, would be particularly salient in the goal-setting stage – or at least in the beginning of the session – where the coach needs to sort out different facts in getting acquainted with the issues at hand. A further perspective would be a study exclusively focusing on the directive actions of the coach. This could give further insights into how direction is done in a non-directive approach, and also provide coaches with practical implications of their actions and perhaps yield some guidelines as to how being non-directive can be done.
Appendix A: Transscript of ICC4_230507

The following two transscripts (appendices A and B) are provided to allow the reader to ‘see’ two coaching sessions in full length. The transscripts are referred to when presenting the different phases of the coaching sessions in the introduction.

Participants: Coa coach, Cli client, Obs observer, ? doubt of identity, com commentary
Filename: ICC4_230507.ca
Moviefie: ICC4_230507.mov
Transcriber: Anna Mark Diget
Transcription: Oct. 2008

1  Coa: [haha haha]
2  Cli: [haha haha]
3  Obs: [haha haha]
4  com: ((all look at observer who is outside the picture))
5  Coa: Jamen æ:::h (3.0)
   Yes but e:::h
   Well e:::h
6  com: ((Coach looks at paper))
7  Coa: Det- jeg synes jo  egentlig
   That I think ADV really
   That you know I really think
8  com: ((Coach turns head and looks at observer))
9  Coa: [((D-) det talte vi  lidt om i går
   [(D-) that spoke we a little about yesterday
   we discussed it a little yesterday
10 com: [Coach raises head and looks at client]
11 Coa: Jeg [synes jo  egentlig meget (1.0)
   I  [think ADV really much (1.0)
   I really think you know (1.0)
12 com: [((Coach turns head and looks at observer))
13 Coa: at at æ:h (3.0) endNU er det sådan (0.8)
   that that e:h  still is it  like (0.8)
   that that e:h it is still like this (0.8)
14 at det er værd
   that it is worth
15 at tage (3.0) f:ra lidt  af hvert. =
   to take (3.0) f:rom little of everything. =
   taking (3.0) a little of everything. =
16 Coa: =[Altså j´ jeg kunne godt sige
   =[FRT  I-  I could well say
   =[Well I-  I could say
17 com: [turns head and looks at paper
Coa: at jeg gerne ville have at du .hhh æ::hm
that I like would have that you .hh e::hm
that I would like to have that you .hh h e::hm

holder særligt øje me- med (1.0)
keep particulary eye wi- with (1.0)
in particular keep an eye on (1.0)

æh: overbevisningerne æ::hm: (0.8)
eh convictions_the e::hm: (0.8)
eh the convictions e::hm: (0.8)

.mt ud af strukturen ikke
.mt out of structure_the right
.mt from the structure right

æh holder øje med med >at jeg< få fat i
eh keep eye with with that I get hold in
eh keep an eye on that I will get a hold on

(0.8)

overbevisninger æh og (0.2) og værdier,
convictions eh and (0.2) and values,

(0.4)

Coa: Men i virkeligheden så er alt
But in reality then is everything
But actually then everything is

så er det vel egentlig sådan
then is it supposedly actually like this
then I guess it is actually like this

at ø:h (0.6) at alt
that e:h (0.6) that everything
that eh (0.6) that everything

hvad du oplever (0.4)
which you experience (0.4)
which you observe (0.4)

er jo det der er afgørende.
is ADV that which is crucial.
is what counts you know

Obs: Ja .hh men (nu ) jeg skriver her som hovedpunkter
Yes .hh but (now) I write here as key_points
Yes .hh but then I will write here as key points

at få fat i overbevisninger.
to get hold of convictions.
to get a hold of convictions.

Coa: Jah (.) det er i orden.
Yes that is in order.
Yes that is fine.

Obs: Så er det dine spørgsmål til overbevisninger
So is it your questions to convictions
So is it your questions about convictions
jeg skal være opmærksom på.
I must be aware on.
I must be aware of/call attention to.

Kan du ikke juster det hele
Can you not just it all
Can you not just it all of it

Det er det hele
It is it all
It is all of it

Can you not just it all of it

It is it all of it

Can you not just it all of it

Men det dermed bliver det jo
But it Consequently becomes it ADV
But it Consequently it will be you know

Ja
Yes

mine spørgsmål.
my questions.

Det (e/-ø) >jeg vil< så vil jeg gøre det på den måde
That (e/-ø) >I will< then will I do it in that way
What (e/-ø) I will then I will do it in this way

at jeg (.) især fokuserer på det
that I (.) particularly focus on that
that I (.) in particular will focus on that

og så på din struktur.
and then] on your structure.

Ja
[Yes ]

Jah
Yeah

Strukturen generelt.
The structure in general.

Fint.
Fine.

°Ja°
°Yes°

(12.0)

((Coach looks through papers and just before client speaks he turn his head towards her and points at her))

((Client looks at observer))
56 Cli: det er vel også (.) meget kort
that is supposedly also (.) very briefly
that is I suppose also (.) to very briefly

57 introducere at hvad det var vi var i gang med
introduce to what it was we were in doing with
introduce what it was we were doing

58 i går [“eller“]
yesterday [“or” ]
yesterday or

59 Coa: [Jo men ] jeg har tænkt mig
[Yeah but] I have thought me
Yeah but I had in mind

60 lige at lave en lille backtracking.
just to do a little backtracking.

61 Cli: [Yes:: (Det er helt fint) ]
[Yes:: (That is totally fine) ]
Yes:: that is just fine

62 Coa: [Så at vi lige når frem til]
[So that vi just reach forward to]
So that we will get to

63 hvor vi er nået.
where we are reached.
where we left off

64 Cli: Yep
Yeah

65 Coa: I min opfattelse
In my perception
From my point of view

66 Cli: Ja
Yes

67 Coa: Jeg er knap så stivbenet i dag
Jeg am scant as stiff-legged today
I am not nearly as stiff-legged today

68 Cli: [£Nå (men det var godt.)£]
[£Well (but that was good.)£]
[£Well that is good£]

69 Coa: [men du skal stadig regne ] med
[but you shall still count] with
but you should still expect

70 at jeg kan give mig lidt fundervejs£
that I will stretch myself a little £during£
that I will stretch a little as we go along

71 Cli: Ja haha[hahahaha]
Yes haha[hahahaha]

72 Coa: [hehehehe]

73 Coa: .hhhhh ± (.) Vi var jo
We were in progress yesterday with 

((coach is looking through papers))

Coa: syntes jeg og tillade mig to think as I see it and I will permit myself at komme med en fortolkning, to come with an interpretation,

to make an interpretation,

Coa: med en overbevisning with a conviction

Cli: hmhm

Coa: to come with a interpretation,

to make an interpretation,

Coa: [som ] du allerede har flyttet på [which] you already have moved on [which] you already have changed nemlig salg og marketing. namely sale and marketing. that is sale and marketing.

Coa: Hvad det er for nogle værdier. What it is for some values. Which kind of values that is.

Coa: Ja

Cli: Ja Yes

Coa: [Og-] for din beneffic (0.2) [And for your benefit (0.2)

Coa: æh da vi første gang talte om det her eh when we first time talked about this here eh when we the first time talked about this da kunne Caroline næsten ikke then could Caroline all most not then Caroline could all most not tage ordet salg i sin mund. take the word sale in her mouth. take the word sale in her mouth.

Obs: °m°

Coa: (>For<) det var så negativt ladet. (>Because<) it was so negatively charged. (>Because<) it had such negative connotations.
Appendix A

93 com: ((client shakes head and smiles))

94 Coa: [Er det rigtigt? [Is it true? [It that true

95 com: [((coach turns head towards client))

96 Cli: Ja. (. ) Det er rigtigt. Yes. (. ) It is true.

97 (1.0)

98 com: ((coach licks his finger and turns over a page))

99 Coa: . hh SÅ E:HM: har du løst en opgave . hh THEN E:HM: have you solved an task . hh THEN EH:M: you have solved a task

100 >som< Fra sidste gang vi var sammen >which< From last time we were together >which< since we were together last time

101 altså fra første modul og frem til i dag, (. ) PRT from first module og forward til today, (. ) that is from the first module and till today, (. )

102 og i min vurdering, (2.0) fantastisk løst. and in my estimate, (2.0) excellently solved. and in my estimate (2.0) excellently solved.

103 com: ((Coach looks at client and holds his hand out towards her))

104 (2.0)

105 Coa: Du har både brugt energi, (. ) You have both used energy, (. ) You have used both energy, (. )

106 . hh og du har gennemtænkt det, . hh and you have through_thought it, . hh and you have thought through,.

107 og i går forklarede du mig ø::h materialet, and yesterday explained you me e::h material the, and yesterday you explained to me the material,

108 (0.8)

109 Coa: Æh og det er faktisk øh (. ) Eh and that is actually eh (. )

110 Vi var lidt i gang med det i går We were a little in progress with it yesterday We touched upon it yesterday

111 Cli: [mhmh ] ((nods))

112 Coa: [Og det er ud fra] (. ) dit materiale [And it is out of] (. ) your material [And it is from ] (. ) your material
Appendix A

114 Coa: jeg vil fortsætte,
I will continue,
I want to continue

115 Cli: Ja.
Yes.

116 Coa: Vi startede op i går under (.). emnet
We began up yesterday under (.). subject_the
We began yesterday with the subject

117 hvordan bruger du (0.2)
how use you (0.2)
how are you using (0.2)

118 og hvordan vil °du bruge (.). materialet.°
and how will °you use (.). material_the.°
and how will °you use (.). the material.°

119 Cli: Mm::: ((nods))

120 (0.2)

121 Cli: Ja
Yes

122 (.)

123 Coa: I forbindelse med du selv har (.)
In connection with you self have (.)
In connection with that you yourself have (.)

124 æh:: har ord fremme som kam::pagne,
eh:: have word out like cam::aign,
use words like cam::aign,

125 Cli: Hmhm

126 (0.3)

127 Coa:.mt øh:: Altså tilbage til den gamle opgave,
.mt eh:: FRT back to the old assignment,
.mt eh:: That is from the old assignment,

128 com: ((Coach reads the following from paper))

129 Coa: Jeg vil lave en orienteringskampagne
I want to make a orientation campaign
I want to do an orientation campaign

130 for CB coaching der indeholder en analyse af
for CB coaching which contains an analysis of
for CB coaching which contains an analysis of

131 hvor det er mest funktionelt
where it is most functional
where it is most functional

132 at sætte ind med orienta[tering,
to set ind with orienta[ation,
to bring in orientation,

133 com: [coach looks at client
Your own inflection of verb orientation

so it will not become too oriented towards sale.

And then you have created

your ethical rules of sale=

And that has given you peace,

And that has given you peace, you know

And that has given you peace.

Experienced I telling me yesterday.

I sensed?? you telling me yesterday.

A much more balanced attitude towards sale.
Appendix A

155 Cli: Jahr=
Yeah=

156 com: ((client initiates nod simultaneously with uttering "jahr"))

158 Coa: Så det er der vi starter (0.3) [syn]es jeg.=
So that is there we begin (0.3)[thi]nk I.=
So that is where we begin (0.3) I think.=

159 Cli: [Ja ]
[Yes]

160 com: ((coach turns gaze to papers at "der"))

161 Cli: =Jeg kunne tage [salg ind ligesom [ø::h
=I could take [sale in like [e::h
=I was able to look at sale

162 com: [((coach looks at client at ‘salg’))

163 com: [((client puts hand on her chest/heart during "ø::h"))

165 Cli: [.hhh efter at jeg [ha::vde ø::h
[.hhh after that I [had e::h
[.hhh after I had

166 com: [((coach puts hand on his chest/heart on ".hhh"
167 (and lowers it on "havde"))

168 Cli: at jeg har forholdt mig [til det] etisk.
that I::: have responded me [to it] ethically.
that I had dealt with it ethically.

169 Coa: [KRM krm]

170 (.).

171 Cli: Fordi at når jeg skriver
Because that when I write
Because when I write down

172 e- etiske (..) ting ned omkring det
ethical (..) things down about it
ethical things concerning it=

173 com: ((Coach looks away at papers on the table to his left))

175 så bliver det (.). hhh bedre at have (.). salg
then becomes it (.). hhh better to have (.). sale
then it is better to have sale

176 com: ((Coach looks a client again after the micro pause
177 and inbreath))

178 Cli: med de etiske retningslinjer
with the ethical guidelines
with the ethical guidelines

179 end at (.). at (.). ikke altså
than that (.). that (.). not PRT
than that (.). that (.). not that is

180 Cli: eller eller have salg (.). uden noget som helst. or or have sale (.). without anything at all.

181 Coa: [Ja ]
[Yes ]

182 Cli: [Hvor ] jeg ikke ø::h [Where] I not e::h

183 hvor jeg bare tager skyklapperne på where I just put blinkers on

184 com: ((client shows blinkers with her hands))

185 Cli: og ikke kigge på salg for det vil jeg ikke. and not look at sale because that will I not. and not look at sale because I do not want to.

186 Cli: .hh Æ::h At >Eller< den del af min virksomhed .hh E::h That >Or< that part of my company

187 (er) vil jeg helst ikke kigge på.= (is) will I rather not look at.= I would rather not look at.=

188 Cli: =.hh Så er det meget bedre at man kigger på det =.hh Then is it much better that one looks at it =.hh Then it is much better that you look at it

189 og så siger >jamen< nu forholder jeg mig til det and then says >well< now relate I me to it and then say well now I will deal with it

190 °Hvilke etiske regler er der.° °Which ethical rules are there.°

191 Cli: .hh Og de:t Derfor så kunne jeg tage det ind .hh And that: Therefore then could I tage it in and that: Therefore then I could respond to it

192 Cli: (da) at jeg blev klar over det. when that I became aware over that. when I became aware of that.

193 (0.2)

194 Cli: Det var den indsigt jeg fik= That was the insight I got=

195 Coa: =Ja
=Yes

196 Cli: ø::h mellem (.). de her to moduler vi har haft. e::h between (.). these here two modules we have had.

197 (0.3) ((client nods))

198 Coa: Ja
Yes

199 Cli: °mmm°
Appendix A

11

coa: Du har knoklet [med det],
You have slogged [with it],
You have worked hard

com: [coach smiles]

cli: hhhhh[h
{(Client laughs/smiles)}

coa: [*inde i hovedet*] haha
[*inside in head_the*] haha
*inside your head*

cli: .hh Hvad siger du?£
.hh What says you?£
.hh What are you saying?£

coa: Td(h)u har arbejdet med det
Tyo(h)u have worked with it

cli: [inde i hovedet.]
[inside in head_the.]
inside your head.

cli: [£Ja (.) det] har jeg.£.
[£Yes (.) that] have I.£.
£Yes I have.

(0.4)

coa: .hh I GÅR der nåede vi-
.hh YESTERDAY there reached we-
.hh YESTERDAY we reached

Der sluttede vi faktisk
There ended we actually
We actually ended

der vi har kommet
where we have come
where we have begun

lidt i gang omkring (0.6)
a little in progress concerning (0.6)
to process (0.6)

.hhh æ:::h Og den backtracker jeg også lige
.hhh e:::h And it backtracks I also just
.hhh e:::h And I will backtrack that as well

=så vi er enige om
=so we are agreeing on
so we agree where

hvor vi står henne præcist med det,
where we stand at precisely with that,
we are with that exactly,

.hh at du har sendt en række breve ud.
.hh that you have sent a row letter out.
.hh that you have sent out a number of letters.
Appendix A

218 Cli: Ja. ((nods))
Yes.

219

220 Coa: Ø.:h (0.2) orienteringsbreve.
E.:h (0.2) orientation_letters.
E.:h (0.2) orientation letters.

221 Cli: Ja.
Yes.

222

223 Coa: Og du har fået (0.2) nogen respons,
And you have had (0.2) some response,

224 Cli: °mhm°

225 Coa: Og status er den at du står med (0.2)
And status is it that you stand with (0.2)
And the status is that you have (0.2)

226 at der er kommet et navn på
that there is come one name on
that there is added one name

227 [og ] et af brevene arbejder endnu.
[and] one of letter the works yet.
[and] one of the letters is still working.

228 Cli: [Ja ]
[Yes]

229 Cli: Ja
Yes

230

231 Coa: Hvilken virksomhed var det det var.
Which company was it it was.
Which company was it

232 Cli: Det var Kærsgaard.
It was Kærsgaard.

233 Coa: Det var Kærsgaard.
It was Kærsgaard

234 Cli: °m°

235 Coa: Og han hedder?
And he calls?
And he is called?

236 Cli: .mt han hedder Jimmy Johnsen.
.mt he calls Jimmy Johnsen.
.mt he is called Jimmy Johnsen.

237 Coa: Han hedder Jimmy Johnsen.
He calls Jimmy Johnsen.
His is called Jimmy Johnsen.

238 Cli: Ja
Yes

239 Coa: .hh og så når vi frem til
.hh and then reach we forward to
.hh and now we have reached the point

240 at æ::hm: (0.2) æ::h (0.2)
that e::hm: (0.2) e::h (0.2)
that e::hm: (0.2) e::h (0.2)

241 han havde ikke fået det første brev, Jimmy Johnsen=
he had not had the first letter, Jimmy Johnsen=

242 Cli: =Nej
=No

243 Coa: .hh Og så aftalte du med ham telefonisk
.hh And then agreed you with him by_telephone
.hh And then you agreed with him on the telephone

244 at han skulle have (. ) en ny forsendelse
that he should have ( . ) a new shipment

245 Coa: [fra ] dig.=Er det rigtigt,
[from] you.=Is that correct,

246 Cli: [Ja ]
[Yes ]

247 Cli: Ja.
Yes.

248 (0.2)

249 Coa: Der er f::cirka fjorten dage siden,
That is f:: about fourteen days ago,

250 Cli: Ja.
Yes.

251 (0.2)

252 Coa: Og nu regner du med at han har læst den.
And now count you with that he has read them.
And now you expect that he has read them.

253 Cli: Ja.
Yes.

254 (0.2)

255 Coa: .hh Og så nåede vi frem til
.hh And then reached we forward to
.hh And then we reached the point

256 at jeg spurte dig så ville du ringe til ham.
that I asked you then would you call to him.
where I asked you then you would call him.

257 Cli: Mhm:

258 (0.4)

259 com: ((client starts nodding while uttering "nh hm:" and
continues during the pause. After the last nod she moves her head slightly forward))

Coa: Hvordan skal den telefonamtale forløbe.
How shall that telephone conversation proceed.

Cli: °Ja° °Yes° °Right°

com: ((Client moves gaze from coach after °Ja°, gazes into the middle distance))

Cli: .hhhhh hhhh

Cli: Krhm:: .mt Altså det æ::hm:: (0.2) som som jo også bliver >mere og mere< klart ADV also becomes >more and more< clear you know also becomes >more and more< clear det er det (. ) at coaching it is that (. ) that coaching det er et tillidsspørgsmål. [is a trust_question. is a question of trust.]

com: (((Client looks at coach again))

Cli: Og derfor så har jeg And therefor then have I And therefor I have

Cli: [brug for at at jeg kan vise mig som person [the need to that that I can show myself as a person [er et tillidsspørgsmål. [is a trust_question. is a question of trust.]

com: (((coach turns head from client to table on his left hand then places his notebook on the table, then places hands over eyes and shifts in his chair))

Cli: for de mennesker som som eventuelt to the persons which which maybe to the persons who maybe skal (. ) hyre mig, shall (. ) hire me, are going to hire me,

Cli: Til det. To that.
Appendix A

284 Coa: Ja, Yes,

285 Cli: Og derfor så er det vigtigt
And therefore then is it important
And therefore it is important

286 at få de personlige møder,
to get the personal meetings,
to get the personal meetings,

287 så de kan se mig
so they can see me
so they can see me

288 og så de kan eh have et ansigt på og
and so they can eh recognise me and
and so they can eh recognise me and

289 og ved hvad jeg står for og...
and know what I stand for and
and know what I stand for and

290 Cli: Og det som vi så aftalte
Og that which we then agreed

291 i hvert fald til en opgave,
in any case for an assignment,
in any case for an assignment,

292 (0.5)

293 Cli: Det var det at jeg skulle gå hjem
That was it that I should go home

294 com: (((coach turns head from client toward the table and lifts his arm)))

295 (0.7)

296 Cli: og jeg skulle ringe til ham
and I should call to him
and I should call him

297 (0.3)

298 Cli: og så skulle jeg aftale et møde,
and then should I arrange a meeting,
and then I should arrange a meeting,

299 com: (((Coach takes pen and begins writing)))

300 (1.3) (((Coach writes)))

301 Cli: Med ham.
With him.

302 (0.3)

303 Cli: Og hvordan jeg vil så få den
.Oh and how I will then get that
.Oh and how then I will get that

304 æhæ: det møde i stand?
ehe:: fthat meeting in stall?£
ehe:: fthat meeting set up?£

306 (0.3) ((Coach writes))

307 Cli: det er jo så lidt sværere for mig.
that is ADV then little difficult_COMP for me.
that is you know a little more difficult for me.

308 (0.4) ((Coach writes))

309 Cli: £hm:: (0.2) .hhhh .mt
£hm:: (0.2) .hhhh .mt

310 ((Client gazes into middle distance))

311 (2.0) ((Coach writes))

312 Coa: Hvis jeg skriver
If   I   write

313 [aftale møde med Jimmy Johnsen,
[arrange meeting with Jimmy Johnsen,

314 com: [((Client turning head looking a notes))

315 Cli: Ja.
Yes.

316 Coa: Er det så rigtigt?
Is that then correct?

317 Cli: Ja.
Yes.

318 (7.0)

319 com: ((Coach is still writing))

320 Coa: Som "Petersen" gør.
As "Petersen" does.
Just as "Petersen" does.

321 com: [((Coach reaches the notebook towards client she
leans forward and looks at it))

322 Cli: Yes:[:
Yes:[:

323 Coa: [Jimmy er ikke stavet rigtigt.
[Jimmy is not spelled correctly.

324 Cli: Nej men det er £fint.$hh
No but that is £fine.$hh

325 Coa: £kay°
£kay°

326 com: ["£kay°" is accompanied by a nodding/pointing with
the notebook toward the client])

327 Coa: "Men° det det er en opgave
"But° that that is an
"But° that that is an assignment
du har formuleret omkring,=
assignment you have formulated about,=
you have stated concerning,=
du har formuleret omkring,
assignment you have formulated about,
you have stated concerning,

331 com: 
((coach returns notebook to table and writes some
more looking at notebook))
332 Cli: 
=Ja det formulerede jeg i går.
=Yes that formulated I yesterday.
=Yes I stated that yesterday.

334 (0.4)
335 com: 
((Client nods, coach turns toward her, not looking
at her.))
336 Coa: \E::hm:\E::hm:
338 (3.0)
339 Cli: 
Og det vil jeg gøre fredag (.). Forresten
And that will I do Friday (.). By_the_way
And I will do it Friday (.). By the way
340 det [de:t ]
that [tha:t ]
that that:
341 Coa: [Nå ja ]hvornår,
[Ah yes] when,
342 com: 
((Coach turns gaze to client at "gøre", at
"forresten" he turns left toward table and
notebook and begins writing))
343 Cli: 
Ja fredag havde jeg-
Yes Friday had I-

346 når jeg kommer hjem fra det her.
when I come home from this here.
when I return come from this.

347 (0.5)
348 Cli: Så
So
349 (0.5)
350 Cli: Det var også en deadline vi satte i går
That was also a deadline we set yesterday
That was also a deadline we fixed yesterday
351 com: 
((Client turns head and gazes reaches observer at
"deadline"))
352 Coa: ("Det er rigtigt")
("That is correct")
354 com: 
((coach still writing))
cli: °Mhm°
(0.4)
coa: FREdag, FRIdag,
cli: Ja.
Yes.
coa: I denne uge.
In this week.
cli: Mhm
(5.0)
com: ((coach stops writing, drops pen and turns towards client))
(5.0)
com: ((Coach gazes into the middle distance.))
((Client moves gaze from notebook to coach mid-gap.))
coa: <Hvad vil du [bru:ge] (1.0) °*øh°
<What will you [yu:Se] (1.0) °*eh°
com: [((Coach turn his head slightly to the left towards the client. No eyecontact))
coa: Hvad vil du bruge af argumenter
What will you use of arguments
towards Jimmy Johnsen.
coa: [overfor Jimmy Johnsen.
com: [((coach turns his head/gaze on client))
(2.0)
coa: For at få det møde.
For to get that meeting.
In order to get that.
(1.0)
cli: .hhhhh hhhhh
(5.0)
coa: Hvad vil du sige?
What will you say?
What are you going to say?
(3.0)
cli: Altså:: først så vil jeg jo præsenterer mig.
First then will I ADV present my self.
We::ll firstly I will present myself you know.
(0.4)
Coa: ["Ja"]
    ["Yes"]

Cli: [Og ] sige det er Caroline,
    [And] say it is Caroline,

Coa: mhm

Cli: Blidstrup fra CB coaching?
    Blidstrup from CB coaching?

Coa: Ja.
    Yes.

Cli: Og jeg ringer igen
    And I calls again
    And I am calling again

fordi at jeg har jo sendt en brochure til dig?
    because that I have ADV send a brochure to you?
    because I have sent a brochure to you, you know?

Coa: ["Ja"]
    ["Yes"]

Cli: som vi aftalte.
    like we agreed.

 Cli: Ud fra det så vil jeg egentlig
    Out from that then want I actually
    On that basis I would actually
    to look through it.

    meget gerne mødes med dig,=
    very gladly meet with you,=
    really like to meet you

fordi jeg vil selvfølgelig meget gerne vise dig, (.)
    because I want naturally very much show you, (.)
    because, naturally I very much want to show you, (.)

hvad vi kan gøre for din virksomhed.
    what we can do for your company.

Coa: [mt J:a]
    [mt Y:es]

Cli: hhh Der har jeg så: ø::h i min forretningsplan
    hhh There have I the:n u::h in my buisness_plan
    hhh There I the:n have then u::h in my buisness_plan
der har jeg så nogle æ::h (0.4)
there have I then some u::h (0.4)
there I have then some u::h (0.4)

altså en formulering speciel- meget kort formulering
PRT a formulation especially- very short formulation
well a formulation especially- very short formulation

.hhh £som jeg gerne vil bruge£. (0.3) m::æ::h
.hhh £that I gladly will use£. (0.3) m::u::h
.hhh £that I would like to use£ (0.3) m::u::h

*Cva: °Hvad er det for en formulering.=°
°What is that for a formulation.=°
°Which formulation is that.=°

°Coa: °Hvad er det for en formulering.=°
°What is that for a formulation.=°
°Which formulation is that.=°

°Cli: °Hvad er det for en formulering.=°
°What is that for a formulation.=°
°Which formulation is that.=°

altså hvad coaching er.
PRT what coaching is.
well what coaching is.

men den går på dels æ::h
but that goes on partly u::h
but it partly goes along the line
of u::h

Den går på lidt på hvad hvad coaching (0.5)
It goes on a little on what what coaching (0.5)
It goes along the line of what what (0.5)

altså hvad coaching er.
PRT what coaching is.
well what coaching is.

 og der er det
And there is it
And there it is

.hhh nu kan jeg ikke huske den helt ordret
.hhh now can I not remember it completely literally
.hhh now I cannot remember it word for word

Men det er at det e::r æ::h (.)
But it is that it is::s u::h (.)

ø:h målorientering fokuseret (0.2)
u:h goal oriented focussed (0.2)
u:h goal oriented focussed (0.2)

øh udvikling (0.5) baseret på på (0.5) værdier;
uh development (0.5) based on on (0.5) values;

(0.2) og på handling.
(0.2) and on action.

(1.0)

Og ø:h grunden til at at firmaer (.)
And u:h reason the to that that companies (.)
And the reason that that companies (.)

har brug for coaching
have need for coaching
need coaching

det er at at ø::h *ø::h at i denne her verden
that is that that *u::h that in this here world
that is that that *u::h that in this world
hvor vi æh >simpelthen<
where we uh >simply<
where we uh simply

hvor tingene går så hurtig
where things_the goes so quickly
where things are moving so fast

og man hele tiden .hø:h skal tjene penge,
and one whole time_the .hu:h must earn money,
and you constantly .hu:h must make money,

ø::h på på og for eksempel
u::h on on and for example

hvis hvis man vælger det forkerte mål
if if one chooses the wrong goal
if if you choose the wrong goal

.hhh eller hvis man man vælger en vej
.hhh or if one one chooses a road
.hhh or if you you choose a way

der er for langt til målene
there is too far to goals_the
there is too far to the goals

>det tager for< lang tid
>it takes too< long time
it takes too long

så mister man (0.2) faktisk penge.
then loses one (0.2) actually money.
then you actually lose money

(.)

.hhh Som firma.
.hhh As company.

(^O-^) Så det er utroligt vigtigt for et firma
(^A-^) So it is incredibly important for a company

at (. ) målene er kla:re og at æ:::h
that (. ) goals_the are clea:er and that u:::h
that the goals are clea:er and that u:::h

man æ:::h når man er på vejen
one u:::h when one is on road_the
you u:::h when you are on the way

at man går efter de rigtige mål,
that one goes after the right goals,
that you aim for the right goals,

dem man virkelig har valgt sig.
those one really has chosen yourself.
the ones you have truly chosen

Og så også at der er de værdier
And then also that there is those values
And then also that there are those values
undervejs så man .hh æ:::h holder motivationen
en_route so one .hh u:::h keeps motivation the
along the way so you .hh u:::h keep the motivation

hos sine medarbejdere og og (.) kommer dertil.
by your employees and and (.) come there.
in your employees and and (.) reach that place.

Coa: .hh Hvad beskæftiger hans virksomhed sig med.
.hh What engages his company itself with.
.hh What does his company do

Cli: .mt .hhh De bes- òh skæftiger sig
.ml .hhh They en- uh gage themselves
.ml .hhh They do

med rådgivning.
with consultancy.
consultancy

Coa: °De beskæftiger sig med rådgiv[ning.]°
°They engage themselves with consultancy°
°They do consultancy°

Cli: [m: ]

com: ((Client nods))

(0.5)

Coa: Din originale indgangsvinkel til virksomheden
Your original entrance to company_the
Your original entrance to the company

det var dit personlig netværk °Er det °rigtigt?°=
that was your personal network °Is that° right?°=

Cli:
[Jaehr ]
[Yeah ]

Cli: =Det er rigtigt.
=That is right.

(2.0) ((Coach opens his mouth, maybe he does an
inaudible inbreath. He removes his gaze from the
client and gazes into the middle distance))

Coa: Hvad tror du (0.4) *øh (0.4)
What think you (0.4) *uh (0.4)
What do you think (0.4)*uh (0.4)

[Hvor tror du han kan bruge coaching,
Where think you he can use coaching,
Where do you think he can use coaching,

com: [((Coach gazes at client))

(1.5)

Cli: Jeg tror han kan bruge det
I think he can use it
I think he can use it
i i  forbindelse med altså
in in connection with FRT
in in connection to well

Cli:  .hh æ:::hm: for eksempel æh æh
hh u:::hm: for instance uh uh

de rådgivere som der er,
the consultants which there are,
the consultants which are there,

(0.3)

Cli:  I firmaet.
In company_the.
In the company.

(.)

Cli:  Hvis de skal ud og så: rådgive
If they must out and then counsel
If they are going to give counselling

i f: i forskellige virksomheder i forbindelse med
in d: in different companies in connection with
in different companies in connection with

forskellige byggeprojekter (.)
and den slags
different building projects (.)
and that kind
different building projects (.)
and such

.hhh Så vil det være vigtigt hvis de (.)
.hh Then it will be important if they (.)
.hhh Then it will be important if they (.)

sammen (.) med deres samarbejds:partnere
together (.) with their collaborators

Cli:  meget hurtigt finder ud af hvor målet er.
very quickly find out of where goal is.
very quickly figure out where the goal is.

Cli:  Altså [hvad ] det er de ø::h ønsker
PRT [what ] it is they u::h wish
Well [what ] it is they: u::h wish

°Ja°
"Yes"

Cli:  for eksempel med de.hh de projekter.
for instance with the .hh the projects.

Hvordan skal projektet se ud,
How must project the look out,
What does the project look like

Hvordan .hh kommer vi dertil,
How .hh come we there,
How do we get there

Og så især æh også samarbejdsmæssigt
And then especially uh also cooperation wise

(.)
der er det jo sådan at
there is it ADV so that
there it is you know so

og der er entreprenørerne,
and there are contractors the
and there are the contractors

gluh der er ingeniørerne
and there are engineers the
and there are the engineers

gluh der er arkitekter,
and there are architects the,
and there are the architects

og der er en masse andre
and there are many others

og der skal arbejde sammen.
who must work together.

utroligt svært i denne her relation
incredibly hard in this here relationship

fordi hvis det er at der er et eller andet
because if it is that there is one or other
because if it is that there is something

blive sådan at det bliver til retsager
become like this that there becomes to trials
be like this that there will be trials

hvor man sidder og finder ud af hvem skal så
where you are trying to figure out who must then
where one sits and find out of who must

betale for den her (.). "thing >there is"<=
pay for this here (.). "thing >there is"<=

=Så derfor så er det .hh
=So therefore then is it .hh
=So therefore it is .hh

>Det er< ekstrem vigtig for dem
>It is< extremely important for them
>It is< extremely important for them
at have en total afklarethed. 
to have a complete clarifiedness. 
to be completly clarified.

((client moves her hands which are placed together 
in front of her towards coach at the beginning of 
"afklarethed"))

Tror jeg. 
Think I. 
I think.

Altså det er jo et gæt, €= 
that is ADV a guess, €= 
Well that is a guess you know,

Well that is a guess you know,

der gør hvad i det her. 
who does what in this here. 
what in this thing.

Og så også:: .hh hvordan vil vi gøre det her 
And then also:: .hh how will we do this here 
And then also:: .hh how will we do this thing together

sammen så det det måske på en eller anden måde 
together so it it maybe on one or other way 
together so it it maybe in one way or the other

skaber nogle fælles værdier for 
creates some joint values for

hvad er det "egentlig", 
what is it "really",

" Hvordan vil vi arbejde sammen" .hhh 
"How will we work together" .hhh

Can you imagine you a way Before (.)
Can you imagine a way Before (.)

Can you imagine a way Before (.)

Kan du forestille dig en måde [INden (.)
Can you imagine you a way [BEfore (.)
Can you imagine a way BEfore (.)

((coach moves hands 
to his right and hold them there))

du kommer med den æ::h med den med remsen.
you come with that u::h with that with speech_the.
you come with the u::h with that with the speech.

517  (0.6) {(Coach fixing his eyes on client)}

518 Cli:  m:m[:

519 Coa:  [Som du nævnte lige før,
[Which you mentioned just before,
[Which you just mentioned,

520 Cli:  Ja
Yes

521 Coa:  [.hh Kan du forestille dig en måde
[.hh Can you imagine you a way
[.hh Can you imagine a way

522 com:  [((coach moves hands back to initial position in
523 front of his chest))

524 hvor du kan spørge ind til ham på?
where you can ask in to him on?
in which you can enquire about him?

525 (0.4)

526 Coa:  Være nysgerrig overfor ham omkring (0.7) ø::h
Be curious toward him concering (0.7) u::h
Be curious about him concerning (0.7) u::h

527 Coa:  hans[: øh problemstillinger,
his[: uh challenges,

528 Cli:  [Ja
[Yes

529 Coa:  hans[s virksomheds pro[*blemstil]linger°=
hi[s company_GEN chal[*lenges° ]=
the challenges of his company=

530 Cli:  [Ja [.hhh Ja ]
[Yes [.hhh Yes ]

531 Cli:  =Altså
=PRT
=Well

532 (3.0)

533 com:  (client open mouth and closes it again)

534 Cli:  .mt hm:::::

535 (2.0)

536 Cli:  Altså det- ødet jeg gerne vil spø(r)ge om
PRT that- that I gladly will a(h)sk about
Well what- øwhat I would like to a(h)sk about

537 det er jo hvordan kan jeg hjælpe
that is ADV how can I help
that is how can I help you know
men han kender jo ikke.
but he knows not.

hvaø coaching kan gøre sådan så
what coaching can do as such so

.hhh . So it would be difficult,

Altså jeg bliver jo nok nødt til
That is I will probably have to you know

at spørge mere til ti: l øh uh what do to ask more about uh what do

I specielt i jeres virksomhed hva-
specifically in your company what you do specifically in your company what-

(1.0)

((client shifts position in her chair))

hvør hvor der kan være (0.5) where there can be (0.5)

æ:h ting som er måske
things which are maybe

are difficult to to (INF) get=
are difficult to reach=

=Are there some goals where it looks like
=Are there some goals which looks out to

der er nogle forhindringer før man ka-
there are some obstacles before you ca-

kan nå dem=Er der et eller andet=Er der can reach them=Is there one or another=Is there can reach them=Is there something=Is there

et sted der man kan sætte ind,
a place there you can act in,
somewhere there you take action

(0.4)

Ja
Yes

Because that that that is ADV
Because that that that is ADV
Appendix A

557 det coaching (.gør.
what coaching (.does.
what coaching (.does you know.

558 Altså jeg kan hjælpe med at sætte ind de steder
That is I can help to take action in those places

559 hvor der er (0.6) ø::h problemer i at nå,=
where there is (0.6) u::h problems in to reach,=
where there are problems reaching,=

560 =Enten hvis man ikke er helt klar over
=Either if you not are completely aware about

561 Cli: hvilken værdier giver det egentlig i firmaet.
which values gives it really in company_the.
which values it really gives in the company.

562 (0.5)

563 Coa: Ja
Yes

564 (0.4)

565 com: ((coach points his finger at client after "Ja"))

566 Cli: Og øh hvilke ø::h hvilke: m:: øh mål
And uh which u::h which: g: uh goals

567 Cli: har vi helt klart (0.5) for firmaet.
have we completely clear (0.5) for company_the.
do we obviously have (0.5) for the company.

568 (0.9)

569 Cli: Ikke >Altså selvfølgelig< kender de nok
Right >PRT of course< know they undoubtedly
Right >Well of course< they undoubtedly know

570 Cli: deres mål men især den der med (.)
their goals but in particular that there with (.)
their goals but in particular that concerning (.)

571 med ø::hm (.h hvilke værdier,
with u::hm (.h which values,
concerning u::hm (.h which values,

572 (1.4)

573 Cli: æ::hm:: hhh
u::hm:: hhh

574 (1.5)

575 Cli: Ja.
Yes.

576 Coa: [.mt .hh (Hvo- hva-) Forestiller du dig
[.mt .hh (Whe- Wha-) Imagine you yourself [.mt .hh (Whe- Wha-) Do you imagine that that
Appendix A

577  com:  [((Coach lifting his right hand so both hand are
raised in front of his chest slightly pointing
  towards the client.))]

578  Coa:  at  at  "at  æh" (0.7)  din hjælp til ham
  that  that  "that  uh" (0.7)  your  help  to  him

579  er  er  projektorienteret?
  is  is  project  oriented?

580  (1.6)  ((Client looking intensely at coach))

581  Forestiller  du  dig  at  du  kan  være
  Imagine  you  yourself  that  you  can  be
  Do  you  imagine  that  you  can  be

582  ’n  en  s:upport  *æh  for  en  projektgruppe  (.)  i
  a  a  s:upport  uh  for  a  project  group  (.)  in
  a  a  s:upport  *uh  for  a  project  group  (.)  in

583  hans  virksomhed  der  æger
  his  company  which  increases
  his  company  which  will  increases

584  kommunikationen  når  du  hjælper.
  communication_the  when  you  help.
  their  communication  when  you  help.

585  (1.0)

586  Cli:  °mm°

587  com:  ((Client sits up straight not leaning as much
forward  towards  the  coach  as  before.  Gaze  shifts
from  coach  to  the  middle  distance.))

588  (2.0)

589  Coa:  Hvordan  forestiller  du  dig  at  at (0.2)
  How  imagine  you  yourself  that  that (0.2)
  How  do  you  imagine  that  that (0.2)

590  at  at  din  måde  at  give  ham  hjælp  på
  that  that  your  way  to  give  him  help  on
  that  that  your  way  of  helping  him

591  skal  foregå,=Er  det  .hhh  overordnet
  will  be,=Is  it  .hhh  overall
  will  be,=Is  it  overall

592  for  hele  firmaet  eller  kan  det  v-
  for  entire  company_the  or  can  it  b-
  for  the  entire  company  or  can  it  b-

593  >er  det<  projektorienteret.=Hvordan  forestiller
  >is  it<  project_oriented.=How  imagine
  is  it  project  oriented.=How  do  you  imagine

594  du  dig  at  at  [din  indsats
  you  yourself  that  that  [your  performance
  that  that  your  performance

595  Cli:  [.hhh
Appendix A

600 Coa: kan være målbar for ham,
can be measurable for him,

524 com: ((Coach lowers his hand, placing them in his lap))

601 Cli: Det kommer lidt an på hvad hans:
That depends a little on what his:
That depends a little on his:

602 øh hvad han har brug for et eller andet (. ) [st ]ed.
uh what he has need of one or another(.) [pla]ce.
uh what he needs really.

603 Coa: [Ja ]
[Yes]

604 Cli: Fordi hvis . hh hvis han har det sådan at lige
Because if . hh if he has it ADJ that just
Because if . hh if it is like this that

605 i øjeblikket der har de nogen: (0.5)
in moment the there have they some (0.5)
at present they have some (0.5)

606 Måske °*altså° det er også ren hypotese
Maybe °*PRT° this er also strictly hypothesis
Maybe well this is also a complete hypothesis

607 Hvis de har nogle . hh nogle ø::hm:
If they have some . hh some u::hm:
If they have some . hh some u::hm:

608 °*ø::h °hvad hedder det°
°*u::h °what called it°
°u::h what’s it called

609 problemer i nogle teams der kører,
problems in some teams which runs,
problems in some teams running

610 . hh så kunne jeg jo >gå d<- gå ind der.
.hh then could I ADV >go t<- go in there.
.hh then I could you know intervene there.

611 Cli: Hvis de har nogle ø::h . hhh ø::hm:: (0.7)
if they have some u::h . hhh u::hm:: (0.7)

612 for eksempel nogle generelle problemer med at at
for instance some general problems with that that

613 hver gang de kommer ud i et projekt
every time they come out on a project

614 så fungerer det mange gange sådan
then functions it many time ADV
then it often works such

615 . hh at der kommer nogle retsager
.hh that there becomes some trials
.hh that there will be some trials

616 at der bliver noget u[enig]hed
that there becomes some disagree[ment]
Coa: [Ja ]

Cli: =så kan man måske gå ind der.=
=then can you maybe go in there.=

Cli: =Og det tror jeg er et sted=
=And that I think is a place

hvor hvor (0.5) sådan nogle
where where (0.5) such some
where where (0.5) such

Cli: rådgivningsvirksomheder har problemer måske.=
=counselling companies have problems maybe.=

com: [((coach uncrosses his legs and leans towards the client))]

Coa: =Hvilke spørgsmål kan du bruge til=
=Which questions can you use to

com: [((coach leans back in his chair))]

at afdække (. ) hans behov.
toINF identify (. ) his needs.
identify (. ) his needs.

Cli: .hhhhh woaw [hhhhha|haha|ha

com: [((Client leans back in chair and places hands over her face while laughing))]

[leans forward towards coach

Cli: [tsk [.hhhh æ:::hm::::::.hhhh

com: [does a thumbs up

[sits back in her chair

Coa: [Du nævner jo selv
[You mention ADV yourself
You mention yourself

com: [((Coach picking up pencil and hold out is hand in front of his chest as he speaks))

Coa: at du vil ramme hans værdier
that you will target his values
that you want to target his values you know

men hvilke spørgsmål kan du komme til
but which questions can you come to
but which questions can you use

at afdække de .hh virksomhedens værdier
toINF identify those .hh company_the_GEN values
to identify those .hh the values of the company

og hans problemer med.
and his problems with.
and his problems.
642 Coa: [Hvilke spørgsmål kan være (0.8) kan åbne ham, [Which questions can be (0.8) can open him, [Which questions can be (0.8) can open him up, com: [((Coach lets his hand fall in his lap))
644 Cli: (.mt
646 Cli: (.mt
647 Cli: Jeg har lidt- (0.3) Altså jeg har jeg har s::: I have little- (0.3) PRT I have I have s::: I have a little- (0.3) Well I have I have s:::
650 Cli: hvis han har læst brochurerne så ved han jo if he has read brochures the then knows he ADV if he has read the brochures then he knows you know
651 Cli: noget om hvad coaching står for something about what coaching stands for something about what coaching stands for
652 Cli: for det har jeg jo skrevet «i dem». because that have I ADV written in them. because I have written that in them you know.
653 Coa: M:
655 Cli: Ø::hm:
660 Cli: For ellers så har jeg sådan en følelse af Because otherwise then have I such a feeling of Because otherwise I have the feeling at jeg bliver nødt til that I become obliged to that I will have
661 Cli: For at han han forstår In order that he he understands
662 Cli: hvad det (.) hvordan jeg (.) [kan] kan hjælpe .hhhh what it (.) how I (.) [can] can help .hhhh
Appendix A

663 Coa: [Ja ]
[Yes]

664 Coa: Er det en del af disponeringen det her=
It that a part of plan the that here=
It that a part of the plan

665 Coa: =Fortæl først,
=Tell first,

666 com: ((coach holds out one finger, counting on fingers))

667 (0.8)

668 Cli: Jamen det tror jeg.
Yes but that think I.
Yes, I belive it is

669 Cli: Altså j- >i hvert fald< Først
PRT I- >at any rate< Firstly
That is I- >at any rate< Firstly,

670 allerførst så tror jeg jeg skal
in the first place then believe I I must
as the very first I believe I must

671 spørge ind til (0.6) ø::hm::=ø:h hvad
ask in to (0.6) u::hm::=u:h what
enquire about (0.6) u::hm::=u:h what

672 han forstår ved coaching
he understands by coaching

673 com: ((coach turns to write in note block on table))

674 Cli: og om øh de brochurer har afklaret det.
and whether uh those brochures have cleared that.

675 Cli: .hhh ø::hm::
.hhh u::hm:::

676 (0.7)

677 Cli: Også .hhh (.) derefter så så skal jeg
And then .hhh (.) thereafter then must I
And then .hhh (.) thereafter then I must

678 Cli: hvis han han øh Jeg kan mærke
if he he uh I can feel
if he he uh I sense

679 Cli: at der er nogle steder
that there are some places
that there are areas

680 hvor han måske ikke ved .hh nok
where he maybe not know .hh enough
where he may not know enough

681 Cli: så må jeg (0.4) øh *give *en en øh en
then must I (0.4) uh *give *a a uh a
then I must (0.4) uh give a a uh a

682 Cli: hvad hedder det° (.) en yderligere information.
what called it° (. ) a further information.
what is it called (. ) additional information.

683 Coa: .mt .hh [Hvordan kan du: æ:h (0.5)
.mt .hh [How can you: u:h (0.5)

684 com: [((coach moves his right hand from the notes to a position in front of his chest))

686 Coa: [Kan du supplere, (0.5)
[Can you supplement, (0.5)

687 com: [((Coach raises hand slightly and drops it to initial position at the stressed marked part of 'supplement'))

690 Coa: Hvordan kan du supplere din brochure,
How can you supplement your brochure,

691 (0.6)

692 Cli: ["(.mt) .hhh"]

693 Coa: [Så du ikke ]sidder og læser op=
[So you not ]sit and read up=
[So you are ]not reading aloud=

694 Coa: =>Hvordan kan du supplere den,<[
=>How can you supplement it,< [

695 com: [((Coach drops his hand and returns it to the notes on the table and begins writing

698 Cli: Jamen det vil være at jeg giver ham yderligere Yes but that will be that I give him further
Yes well that will be that I give him Further

699 (0.3)

700 Cli: *æh Og det kunne være den der
*u:h And that could be that there
*u:h And that could be that

701 meget korte (0.5) salgstale fre- fra for eksempel very short (0.5) sales_speech fre- from for instance
very short (0.5) sales speech fre- from for instance

702 forretningsplanen jeg har lavet.
business_plan_the I have made.
the business plan I have made.

703 Cli: .hhh Altså den der med med hurtig .hhh PRT that there with with quick .hhh That is that one with with quickly

704 hvad coaching står for
what coaching stands for

705 Coa: m:[: ]

706 Cli: [Og ] så også hvad hvad det kan (.)
[And] then also what what it can (.)
[And] then also what what it
Appendix A

707  kan hjælpe generelt med.
can help in general with.
in general can help to do.

708  Cli:  .hh Og så kan jeg spørge *uh om han føler
 .hh And then can I ask *uh whether he feels
 .hh And then I can ask uh whether he senses

709  Cli:  at der er nogle steder i de teams der kører
 that there are some places in the teams that runs
 that there are some places in in the running teams

710  Cli:  eller om der er nogen steder
 or whether there are some places

711  Cli:  hvor tingene sådan traditionelt ligesom
 where things_the in a way traditionally like
 where things in a way traditionnally line .hh
 u:::hm:::

712  Cli:  .hh ø:::hm::: at der der er nogen
 .hh u:::hm:::that there are some

713  Cli:  .hh problemstillinger eller nogen mål
 .hh challenges or some goals
 .hh challenges or some goals

714  Cli:  der bliver (0.5) .mt forsinkede,
 which become (0.5) .mt delayed,
 which are (0.5) .mt delayed,

715  (0.4)

716  Cli:  På grund af nogle øh samarbejdsproblemer
 Due to some uh cooperation_problems
 Due to some uh co-operative difficulties

717  Cli:  eller .hhh eller andet.
or .hhh or other.
or .hhh or other.

718  (0.5)

719  Cli:  Og det er så .hh både med ham=
 And that is then .hh both with him=
 And that is then both concerning him=

720  Cli:  (>og me-) også >med me::d med øh andre firmaer.
 (>and wh-)also >with wi::th with eh other
 companies.

721  Coa:  Hvis nu jeg skriver >at at< øh første step
 If now I write >that that< uh first step
 If I now write >that that< uh first step

722  Coa:  det er (0.5) hans forståelse af coaching,
 that is (0.5) his understanding of coaching,

723  Cli:  Ja
 Yes

724  Coa:  æh Læst brochure,
 uh Read brochure,
Appendix A

725  Cli:  Ja
    Ja

726  Coa:  [Og ev ]entuekt
         [And pos]sible

727  Cli:  [Og y ]
         [And f ]

728  (0.4)

729  Cli:  Yderligere information ja
Further information yes

730  Coa:  Yder[ligere informa]tion=
        Fur[ther informa ]tion=

731  Cli:  [fra mig ]
         [from me ]

732  Cli:  =Mundtlig
        =Oral

733  (0.8)

734  com:  ((Coach is writing, client is looking at paper))

735  Coa:  Mundtlig
        Oral

736  Cli:  mhm:::

737  (7.8) ((coach is writing))

738  Coa:  Hvordan kan anden (0.7) andet trin så være.
How can second (0.7) second step then be.
How can the second (0.7) the second step then be.

739  Cli:  .hh [Det ]
         .hh [That]

740  Coa:  [Hvad] skal det bestå af.
        [What] must it consist of.

741  Cli:  Det er så e- en- en afdækning af
        That is then a- an- an identification of

742  hvor jeg kan hjælpe ham.
    where I can help him.

743  Cli:  Altså hvilke steder i firmaet
        PRT which places in company_the
        That is which places in the company

744  .hhh eller i grupperne i firmaet
    .hhh or in groups_the in company_the
    .hhh or in the groups within the company

745  Cli:  eller (. ) ø::h i hvilke relationer (0.3) ka-
        or (. ) u::h in which relations (0.3) ca-

746  Cli:  kan øh coaching være en god idé.
        can uh coaching be a good idea.

36
Appendix A

747 Coa: Altså hvis jeg skriver afdækning af behov;
PRT if I write identification of needs;
So if I write identification of needs;

748 Cli: Ja
Yes

749 Coa: relationer,
relations,

750 Cli: Mm:mm:

751 (2.0)

752 com: ((coach is writing and both are looking at the notebook))

753 Cli: Relationer og ø::h .hhh (. ) ø::hm:: te::ams=
Relations and u::h .hhh (. ) u::hm:: te::ams=

754 Clip: =Ja det relationer er det jo men ø::h
=Yes that relations is it ADV but u::h
Yes that relations it is you know but u::h

755 (1.0)

756 Coa: Team
Team

757 Cli: Ja
Yes

758 (1.5)

759 Coa: .hh [Kan du vise din egen (. ) faglige
.hh [Can you show your own (. ) professional

760 com: (((Coach raises both hands from the notes and
hold them in stretched out in front of his chest))

761 Coa: baggrund (0.2) undervejs her.=>°Hvord- Hvordan
background (0.2) during here.=>°Ho- How

762 background (0.2) during this.=>°Ho- How

763 [°kan< du:" (.hh) >For< du sidder jo
[°can< you:" (.hh) >Because< you sit ADV

764 °can< you:" (.hh) >Because< you are you know

765 com: (((Client turns gaze away from coach looking down
and turn head slightly to her right, turning gaze
towards the notes on the table.))

766 Coa: og fortæller om en masse her,
and tell about a lot here,
telling a lot here,

767 Cli: Ja
Yes

768 (1.0)

769 Coa: æh der [egentlig indikere at du]
uh which [actually indicates that you]

770 Cli: [.hhhh Ja.]
Appendix A

Yes.

Yes.

((Client sits up straight in her chair))

=How can you show that [also,]

=That I have

=That I have

((coach begins lowering his right hand))

=written down on bro(h)chure

=((coach is showing thumbs up))

=I have In brochures_the

=((coach is showing thumbs up))

=I have In the brochures

°Ja°

°Yes°

=And that I intend (0.2) °to to go further

=And that I intend (0.2) to to continue

masteren°.
with master_the°.  
with the master.

791 Coa: Ja. 
Yes.

792 Cli: Så det det står. 
So it it stands 
So it it is written.

793 (0.5)

794 Cli: Og det vil han kunne (. ) kunne læse. 
And that will he be_able (. ) be_able read. 
And he will be able to read that. 

795 (0.4)

796 Cli: °Så° .hhh Altså jeg (0.9) jeg regner med a- 
°So° .hhh PRT I (0.9) I count on th- 
°So° .hhh That is I (0.9) I count on th-

797 Jeg håber jo at han har læst 
I hope ADV that he has read 
I hope you know that he has read

798 de der° [hhhe]he .hhhh 
those there° [hhhe]he .hhhh 
those hhhehe

799 Coa: [Ja ] 
[Yes ]

800 Cli: Men det vil jeg jo spørge ham om. 
But that will I ADV ask him about. 
But I will ask him about that you know.

801 [Og ] hvis han ikke::: har det så vil jeg 
[And] if he no:::t has that then will I 
[And] if he has no:::t then I will

802 Coa: [( )]

803 Cli: så- >skal det< være i den der 
then- >must it< be in that there 
then- >it must< be in that

804 yderligere information .h[hh også. 
further information .h[hh also 
further information.

805 Coa: [Ja 
[Yes

806 com: ((After the cut off så- client points to the paper))

807 Cli: Fordi så må jeg starte med 
Because then must I begin with 
Because then I must begin with

808 at give en introduktion om mig selv 
to give an introduction about my self 
giving an introduction about myself
Appendix A

809 (0.2)

810 Cli: Altså hvad kan jeg.
PRT what can I.
That is what do I do.

811 (0.8)

812 Cli: Og så ø:::h logiske (. ) årsager til=
And then u:::h logical (. ) reasons to=

813 Cli: =at han skal vælge (0.3) coaching.
=that he should choose (0.3) coaching.

814 Cli: .hhh Og så: eventuel noget sa:lgsmæssigt
.hhh and then: possibly some saleswise
.hhh and then: possibly something saleswise

815 Coa: Hvordan tror du at at første trin
How think you that first step
How do you think that the first step

816 i i dispositionen her=Hvordan tror du
in in plan the here=How think you
in in the plan here=How do you think

817 Coa: det får størst effekt °på ham.°
it gets biggest effect "on him."
it will have biggest effect on him

818 (0.9)

819 Coa: Sådan længdemæssigt hastighedsmæssigt.
That is lengthwise pacewise.
That is lengthwise pacewise

820 Cli: .hhh æ:::hm::: (0.8) jeg tror det skal være kort,
.hhh e:::hm::: (0.8) I think it must be short,
.hhh e::hm::: (0.8) I think it has to be short,

821 Cli: Fordi .hh at når je: g (0.4) .mt ringer til ham
Because .hh that when I (0.4) .mt phone him
Because .hh that when I (0.4) .mt phone him

822 Cli: så er det jo ikke sikkert at han lige har tid
then is it ADV not sure that he just has time
then it is not sure you know that is has time

823 Cli: =til at °snakke med mig°.
=to toINF "talk with me".
=to "talk to me".

824 (.)

825 Cli: °O:g° det kan også være at han .hhhh altså: ø::h
°A:nd° it can also be that he .hhhh PRT u:::h
°A:nd° it can also be that he .hhhh well: u:::h

826 Cli: Han vil i hvert fald nok gerne tilbage til
He will in any case probably like back to
He will in any case probably like to go back to

827 Cli: sit arbejde kunne man forestille sig.

40
his work could you imagine yourself.
his work you could imagine.

828 Cli: Så jeg tror at at ø::h jeg skal gøre det så kort
So I think that that u::h I must do it so short
So I think that that u::h I have to must do as short

829 Cli: jeg kan men alligevel så uddybende.
I can but nevertheless as elaborated.
as I can but nevertheless as clear.

830 Cli: Altså jeg skal forberede .hhh at jeg få sagt det
PRT I must prepare .hhh that I get said that
 That is I must prepare .hhh that I say what

831 Cli: jeg gerne (0.4) vil sige.
I like (0.4) will say.
I would like to say.

832 (1.0)

833 Coa: Den snak her om disposition forestiller du dig
This talk here about plan picture you yourself
This here talk about planning do you picture

834 Coa: at det er til telefon samtalen
that is to telephone conversation the
that it is for the telephone conversation

835 eller til mødet.
or to meeting the.
or for the meeting.

836 Cli: >Det tel-< Det er til telefon samtalen.
>That tel-< That is for telephone conversation the.
>That tel-< That is for the telephone conversation

837 Coa: Det er til telefon sam[tal]en?
That is for telephone conversation the?
That is for the telephone conversation?

838 Cli: [Ja ]
[Yes]

839 Cli: .hh For det er det allerførste der skal ske.
.hh For that is the very first that must happen.
.hh For that is the very first thing to happen

840 (0.6)

841 Cli: Og så v- Jeg regner med han først vil have
And then v- I count with he first will have
And then v- I expect he will only

842 Cli: et møde hvis jeg kan .hh redegøre for at han
a meeting if I can .hh account for that he
meet if I can account for that he

843 Cli: virkelig har brug for mig nogle steder
really have need for me some places
really needs me somewhere

844 i sin (.) i *ø::h (.) øh organisationen.
in his (.) in *u::h (.) uh organisation the.
in his (.) in u::h (.)uh the organisation.

845 Coa: .mt
846 (8.0)
847 com: ((coach is first looking at client than gazing up, then writting on his notebleck))
849 Coa: Hvad er målet med telefonsamtalen. (17:30)
What is goal_the with telephone_conversation_the. What is the goal with the telephone conversation.

850 Cli: Det er at få (0.2) den samtale.
That is to get (0.2) that talk.

851 Cli: "Den den .hhh"
"That that.hhh"

852 Cli: Så det jeg skal det er at sælge (0.4)
So that I must that is to sell (0.4)
So what I must do is to sell (0.4)

853 så jeg får (0.3) mødet.
so I get (0.3) meeting_the.
so I will get (0.3) the meeting.

854 (0.5)
855 Coa: TELEFONsamtalens mål er
TELEPHONE_conversation_theGEN goal is
The goal of the telephone conversation is

856 Cli: At sælge så jeg får mødet.
To sell so I get meeting_the.
To sell so I will get the meeting

857 (0.6)
858 Coa: At f:å (.) mødeaf tale.
To g:et (.) meeting_agreement.
To g:et (.) a meeting

859 Cli: Ja
Yes

860 (0.8)
861 Cli: Og det er der (.). [Faktisk så er det [der
And it is there (.). [Actually then is it [there
And it is there (.). [Actually then it is [there

862 com: [(Client streches out her hand and points at the notes on the tables.)]

864 com: [(Client taps finger on notes)]

866 Cli: jeg skal sælge .hh ø::h coachingen.
I must sell hh u::h coaching_the.
I must sell hh u::h the coaching.

867 (0.4)
Appendix A

[(Coach stops writing and turns to client)]

868 Cli: Altså det er [der æːh 'aː]:
PRT it is [there uːh 'aː]:
That is it is [there uːh 'aː]:

869 com: [((Coach stops writing and turns to client))]

871 Coa: Hvor lang tror du
[How long think you
How long do you think

872 den telefonsamtale kan blive,
that telephone_conversation can become,
that telephone conversation can be,

873 Cli: Den bliver nok meget kort [egentlig].
It become probably very short [actually].
It will probably be very short actually.

874 Coa: [Ja]
[Yes]

875 Cli: Fem til ti minutter HØJST altså
Five to ten minutes TOPS PRT
Five to ten minutes TOPS that is

876 Coa: Hvor meget tror du så der er plads til
How much think you then there is room to
Then how much time do you think there is

877 Coa: at få gennemgået brochurer og lignende.
toINF get over_gone brochures and such.
to go over brochures and such.

878 Cli: Jamen det er der ikke.
Yes but that is there not.
Well there isn’t.

879 (0.3)

880 Cli: Rigtig. .hh[hh
Really. .hh[hh

881 Coa: [Hvordan kan vi så [tease ham
[How can we then [tease him
[Then how can we tease him

882 på f- fem maksimalt (0.2) ni et halvt minut
in f- five maximum (0.2) nine a half minute
in f- five maximum (0.2) nine and a half minute

883 <til at sige> (0.2) Her er min kalender, (0.6)
<to toINF say> (0.2) Here is my calender, (0.6)
<to say> (0.2) Here is my calender, (0.6)

884 Vi aftaler en mødedato nu.
We arrange a meeting_date now.
We will arrange a meeting now.

885 (1.1)

886 Coa: Hvordan kan du gøre det.
How can you do that.
Appendix A

887 Cli: E:::hm::
U:::hm::

888 (6.9)

889 Cli: .mt .hh Altså jeg kunne gøre .mt .hh PRT I could do .mt .hh Well I could do
det (.) måske med (0.8)
it (.) maybe with (0.8)
it (.) maybe with (0.8)

890 Cli: Er du k- Er du klar over hvilke muligheder Are you k- Are you clear over which opportunities Are you a- Are you aware about which opportunities
der ligger i coaching. there lies in coaching. there lies within coaching.

891 Cli: At æ:h .hh vi kan. That u:h .hh we can.

892 Coa: .hhh Kan det omformuleres till (.)
.hhh Can that be rephrased to: (.)
.hhh Can that be rephrased to: (.)
til noget der er mere aktivt? to something that is more active?

893 Cli: At æ:h .hh vi kan. That u:h .hh we can.

894 Coa: .hhh Kan det omformuleres till (.)
.hhh Can that be rephrased to: (.)
.hhh Can that be rephrased to: (.)
til noget der er mere aktivt? to something that is more active?

895 Cli: m::: (.).hh Jeg kunne utrolig godt tænke mig m::: (.).hh I could incredible well think me

896 Cli: At æ:h .hh vi kan. That u:h .hh we can.

897 Cli: m::: (.).hh Jeg kunne utrolig godt tænke mig m::: (.).hh I could incredible well think me

898 Cli: at vise dig (.). hvilke muligheder to show you (.). which opportunities
du vil få med coaching. you will get with coaching.
you will have with coaching.

900 (0.3) ((Coach nods))

901 Cli: Kan vi æ:h tage Can we u:h take Can we u:h have

902 Cli: at vise dig (.). hvilke muligheder to show you (.). which opportunities
du vil få med coaching. you will get with coaching.
you will have with coaching.

903 (0.6)

904 com: ((during silence coach lifts his arms above his shoulders so they aligned with his face and lowers them almost slamming them towards his knees. Client smiles?))

905 Cli: hhhh ha\hahaha\hahh "'ha"
Appendix A

JEG VIL JEG VED JEG KAN.
I WILL I KNOW I CAN.
I WANT TO I KNOW I CAN.

JA
YES

M:mm:

(2.2)

[Hvor hvor ]
Where where

[ÆSkriver du] ikke det ned
[Write you] not that down
Will you not write that down

for det vil jeg meget gerne lige [hhhh] haha
for that will I very much just [hhhh] haha
for that I would very much like just [hhhh] haha

[Okay]

[Sig det i[gen ].]
Say it a[gain].

om jeg kan[. hh] ¥Jamen det ved jeg ikke
whether I can [. hh] Yes but that know I not
.hh Yes but I do not know

Je- øh (1.0) Jeg vil meget gerne
I- uh (1.0) I will very like
I- uh (1.0) I would very much like

fortælle dig (0.5) mere om coaching
tell you (0.5) more about coaching

og hvad det kan gøre (ved/for) dig.
and what it can do (to/for) you.

(0.8) hvor jeg fortæller dig om det.
(0.8) where I tell you about that.

(2.5)
Cli: hhhng ((snort))

Label: 46

com: ((during silence coach writes and client looks at him))

Cli: >Jeg vil< vise dig
> I will< show you
> I want to< show you

hvaed coaching kan gore i din (0.3) virksomhed.
what coaching can do in your (0.3) company.

Coa: [m::]

Cli: [for] din virksomhed.
[for] your company.

Label: 6.3

Cli: (0.6)

Cli: ø::hm::

Label: 128

cli: (2.8)

 Cli: Kan vi tage et uforpligetgende møde om det.
Can we take a non-committal meeting about that.
Can we have a non-committal meeting about that.

Coa:

Label: 4.0

Coa: Kan gøre for (.) din (0.3) [virk]somhed.
Can do for (.) your (0.3) [com]pany.

Cli: [Ja ]
[Yes ]

Cli: Ja
Yes

Label: 4.0

com: ((During silence coach is writing and client is looking at the notes he writes.))

Coa:

Label: 0.9

Coa: Kan du sætte øh tid på
Can you put uh time on
Can you tell him how long

mødets varighed for ham,
meeting the duration for him,
the meeting is going to last,

Label: 0.9

Cli:

Label: 128

Cli: .hhh æ::hm:: Jeg vil sige
.hhh u::hm:: I will say

det vil tage (0.8) omtrent en halv times tid.
it will take (0.8) about a half hour time
it will be about half an hour

Label: 1.6
Appendix A

955 Cli: Hvis han ikke har tid
If he not has time
If he has not got the time

956 så kan jeg måske gøre det på et kvarter.
then can I maybe do it in a quarter.
I may be able to do it in fifteen minutes.

957
(0.4)

958 Coa: NEJ
NO

959
(0.6)

960 Coa: >Du< kan ej.
>You< cannot.

961
(0.2)

962 Coa: Ouw [hhh=
Ups [hhh=

ges: [coach slaps his hand on his mouth

963 Coa: =[he he he]

964 Cli: =[hh ha ha] ha ha HA HA ha [ha ha ]

965 Coa: [Kan vi t:age
[Can we t:ake
Can we have

966
(0.2)

967 Cli: .hhh en halv [times møde ]
.hhh a half [hour meeting]

968 Coa: [Kan vi af]tale
[Can we ar]range

969 Cli: Ja et halv times møde.
Yes a half hour meeting.

970 Coa: Et møde.
A meeting.

971
(0.7)

972 Cli: På en halv times tid,
On a half hour _GEN_ time,
About half an Hour

973 (3.2)

974 com: ((coach is writing))

975 Coa: °m°

976
(0.7)

977 Cli: Jah
Yeah

978
(1.8)

47
Appendix A

980  com:  ((during silence coach is nodding))
981  Coa:  .hhhh Så (0.7) FReDag  
          .hhhh So (0.7) FRIday
982  Cli:  Ja
          Yes
983
984  Cli:  Der laver jeg f:[:  ]
          There do I f:[:  ]
          There I will do f:::
985  Coa:  [Der ] er tanken at ringe.=
          [There] is thought the to call=
          The thought is to call=
986  Cli:  =[Ja ]
          =[Yes]
987  Coa:  [Er ] aftalen er din opgave=
          [Is ] agreement the There is your assignment=
          The agreement That your assignement is=
988  Cli:  =m:m=
989  Coa:  =at ringe til ham,
          =to call to him,
          =to call him,
990  Cli:  m:m:
991
992  Coa:  Med det formål i telefonsamtalen
          With the purpose in telephone coonversation_the
          With the purpose in the telephone coonversation
993
994  Cli:  Ja.
          Yes
995
996  Coa:  .hh En indgangsvinkel er (1.3) den her
          .hh An entry_point is (1.3) that here
          .hh A starting point is (1.3) that this
997
998  com:  ((During the inbreath the coach turns his head
999  toward his notes and point at paper as his start his
1000  turn, during the pause (1.3) he looks from paper
1001  to client and back to paper))
1002  Cli:  Ja
          Yes
Appendix A

1003  (0.8)

1004  Coa:  At jeg vil gerne vise dig hvad coaching kan gøre
That I will like show you what coaching can do
That I would like to show you what coaching can do for din virksomhed.
for your company.

1005  Cli:  Ja.
Yes.

1006  Coa:  Kan vi aftale et møde.
Can we arrange a meeting.

1007  Cli:  Ja.
Yes.

1008  Coa:  Eventuelt kan vi aftale et møde på en halv time,
Possibly can we arrange a meeting on a half hour,
Possibly can we arrange a half hour meeting,

1009  Cli:  Ja
Yes

1010  Coa:  Afhængigt af stemningen med ham.
Dependent on atmosphere_the with him.
Dependent on the atmosphere with him.

1011  Cli:  Ja.
Yes.

1012  Coa:  Afhængigt af stemningen med ham.
Dependent on atmosphere_with him.
Dependent on the atmosphere with him.

1013  Cli:  Ja
Yes

1014  com:  ((Client is nodding))

1015  Cli:  Og uforpligtigende det
And non-committal that
And without any commitment

1016  synes jeg er [(m:)]
think I is [(m:)]
I think that is (m:)

1017  Coa:  [ _ U]forpligtigende
[Non-]commintal
Without any commitment

1018  Cli:  Fordi [at at ] så de ikke æ[:h ] (0.3)
Because [that that ] so they not u[:h ] (0.3)
Because that so they will not u::h

1019  Coa:  [Undskyld "ja"] [Ja? ]
[Sory "yes"] [Yes?]

1020  Cli:  Så de ved at de ikke skal betale.
So they know that they not must pay.
So they know that they do not have to pay

1021  (6.6)

1022  com:  ((coach is writing, at end of silence he puts down
1023  his pen))
Appendix A

1024 Cli: Ja ((Client does a little nod))
Yes

1025 (1.0)

1026 Coa: MED DEN opgave [til] løsning
WITH THAT assignment [to] solving
WITH THAT assignment to solve

1027 Cli: [m: ]

1028 Cli: m::
(1.0)

1029 com: ((during silence client nods))

1030 Coa: der synes jeg at vi nåede dertil (0.5)
there think I that we reached there_ to (0.5)
I think that we reached the point (0.5)

1032 hvor vi skulle i dag,
where we should in day,
we should reach today,

1033 Cli: m:m?

1034 (0.2) ((client nods))

1035 Coa: .hh Hvordan æ::h (0.8) hvordan får jeg besked om
.hh How u::h (0.8) how get I told about
.hh How will u::h (0.8) how will I know

1036 Coa: at du har haft °ringet.°
that you have had called.
that you have called

1037 (0.2)

1038 Cli: .hh Jamen der vil jeg De:r ringer jeg til dig.
.hh Yes but there will I There call I to you.
.hh Yes well I will will I will call you

1039 Coa: Du !ringer til mig,
You !call to me,
You will !call me

1040 Cli: Ja
Yes

1041 (0.4) ((client nodds))

1042 Coa: F:redag.
Friday.

1043 Cli: .hh ø::h Ja det k- det k- ja sådan fredag,=
.hh u::h Yes that c- That c- yes that is Friday,

1044 Cli: =ja jarh hhh Hi:[jov ]
=yes yeah hhh Hi:[yeah ]

1045 Coa: [Hvornår] hvornår ringer
[When ] when call
When when do

1046  [du til ham] fredag,
     [you to him] Friday,
     you call him Friday,

1047  Cli:  [.hhhhh ] æ::ø:hm::
     .hhhhh u::u:hm::

1048  (1.8) ((client looking up in ceiling))

1049  Coa:  Cirka.

1050  Cli:  Jamen s- om formiddagen,
     Yes but s- in morning the,
     Well s- in the morning

1051  Coa:  Formiddag.
     Mørning

1052  Cli:  Mhm

1053  Coa:  I'*Godt°
     I'*Good°

1054  Cli:  Og så ringer jeg til dig (0.3) aften=
     And then call I to you (0.3) evening=
     And then I call you (0.3) evening

1055  Cli:  =elle::r eftermiddag eller aften.
     =o::r afternoon or evening.

1056   (0.3)

1057  Coa:  Anytime
     Anytime

1058   (0.2)

1059  Cli:  Yes:

1060   (0.3)

1061  Coa:  Det er en aftale.
     That is an agreement.
     That is a deal.

1062  com:  ((coach streches his hand out towards client))

1063  Cli:  Jar hhhh [ha];hahaha;ha;hahhhhh=
     Yeah. hhhh [ha];hahaha;ha;hahhhhh=

1064  com:  ((((client begins til move har hand towards coach's hand, reaches it and shakes it mid-laugh)))

1065

1066  Cli:  =.hhhhh

1067  com:  ((Coach takes pen writes a note puts pen down))

1068   (1.9)

1069  ((Client looks at coach writing nods as he puts pencil down, she looks at her wrist watch.))
Cli: £Det var bare [skide godt£
£That was just [shitty well£ ((idiom))
£That was bloddy well£

com: [((Client raises head from watch and looks at coach))]

@end
Appendix B: Transcript of ICC5_230507

Participants: Coa coach, Cli client, Obs observer, ? doubt of identity, com commentary
Filename: ICC5_230507.docx
Moviefile: ICC5_230507.mov
Transcriber: Anna Mark Diget

1  Coa: Ja Hannesofie khrm vi sidder jo her
Yes Hannesofie khrm we sit you know here
Yes Hannesofie khrm we are you know sitting here

2  fra i går også.
from yesterday also.
from yesterday also.

3  Cli: Ja det gør vi [ja ]
Yes that do we [yes]
Yes we are yes

4  Coa: (og ] havde den her snak om øh
[and] had this here talk about uh
and had this talk about uh

5  at du gerne ville forfølge et mål.
that you gladly would pursue a goal.
that you would like to pursue a goal

6  Cli: Jah
Yes

7  Coa: Du var også inde på den her snak om
You were also inn on this here talk about
You also touched upon this talk about

8  at øh du ville forfølge et mål alene,
that uh you would pursue a goal alone,
that uh you wanted to pursue a goal alone,

9  (0.4)

10  Cli: Ja
Yes

11  (0.2)

12  Coa: Og lige pludselig blev målet også
And just sudden became goal_the also
And all of a sudden the goal also became

13  øh "hvad hedder det
uh what calls it
uh what is it called

14  det her med at æ:h° jeg vil gerne tabe mig,
this here with that u:h° I will gladly lose me,
this about that u:h° I would like to lose weight,

(0.3)

Coa: Femt[en kilo],
Fifteen kilos,

Cli: [J::ah ]
[Y::esh ]

Coa: Overvejelsen omkring her
Consideration_the concerning here
The consideration here concerning

er det noget specifikt jeg går efter
is it something specific I go after
is it something specific I am pursuing

er det noget generelt
is it something general
Is it something general

.hhh ø::h var også inde billedet.
.hhh u::h was also in picture_the.
.hhh u::h was also an issue.

Cli: Ja
Yes

Coa: Der var mange ting inde i det.
There were many things inside it.
There were many things in it

Men i hvert fald så besluttede du
But in any case then decided you
But in any case you then decided

sådan som jeg hørte i går at øh vi skulle
PRT as I heard yesterday that uh we should
that is as I heard yesterday that uh we should

arbejde videre med mål og værdier.
work further with goals and values.
work further on goals and values.

(0.3)

Cli: J:å.
Yes.

(1.1)

com: ((During silence client nods and coach begin his
next turn as eye contact is established))

Coa: At de- det- det var det.
That tha- that- that was it.

Cli: Det er det.
That is it.

Coa: Ja
Yes
For jeg tror jeg kan bruge det
Because I think I can use it

i så mange sammenhænge.
in so many contexts.

Ja
Yes

Så hvad tænker du lige nu, Er det det? ((10.42))
So what do you think now Is it that?
So what do you think now Is that it?

So wha::t think you just now, Is it  that?

Or what have you yourself

[.hh Jamen je- je- ] er meget i tvivl om
[.hh Yes_but I- I- ] am much in doubt whether

[Eller hvad har du selv]
[Or what have you self]

[.hh Yes_but I- I- ] am much in doubt whether

.Jamen je- je- ] er meget i tvivl om

[,hh Yes__but I- I- ] am much in doubt whether

.om mit mål det er
whether my goal it is
whether my goal is

at jeg vil kunne fastholde et mål
that I will could stick_to a goal
that I want to be able to stick to a goal

og og forfølge det altså nå det.
and and pursue it PRT reach it.
and and pursue it that is reach it.

's
'es

Jeg ved godt der kan være ting
I know well there can be things
I well know there can be things

der gør at man ikke når det.
which entail that one not reaches It.
which entail that you do not reach it.

Men >altså< at jeg gør de ting
But >PRT< that I do the things
But that is that I do the things

jeg kan for at nå målet.
I can to toINF reach goal_the.
I can to reach the goal

At det ikke er mig selv det ligger hos
That it not is me self it lies with
That it is not something in me

hvis jeg ikke når det.
if I not reach it.
if I do not reach it.
53 Cli: .hhh Det er den ene ting .hhh That is the one thing .hh that is one thing

54 og den anden ting and the other thing and the other thing
det er .hh[hd-] that is .hh[hd-]

56 Coa: [D- Den sk]al jeg lige have igen: [T- That must I just have igen: T- I did not catch that

57 Altså (0.7) skal det ligge hos dig selv PRT (0.7) must it lie with you self That is (0.7) must it be something within you
eller hvad var det [du sagde ] or what was it [you said ]

59 Cli: [Ja det jeg siger] [Yes I say ]

60 der er j-< Der er selvfølgelig mål there are y’kn< There are of course goals there are y’kn< Of course there are goals

61 man forfølger som- hvor der kan one pursues which- where there can you pursue which- where something can

62 komme noget udefra som gør at (.)= come something out_from which entails that (.)= come from the outside which entails that (.)=

63 Coa: =Jaja [({ })]

=Yesyes [({ })]

64 Cli: [det ] kan vi ikke nå.= [that] can we not reach.= that we cannot reach

65 Coa: =det kan (vi jo ikke) =that can (we PTR not)

=that can (we not you know)

66 Cli: [Men hvis hvis ] [but if if ]

but if if

67 Coa: [Det j- Det er jo så hvad det er] [That j- That is you know then what is it ]

That j- That is then what it is you know

68 Cli: årsagen til ikke at nå målet reason_the to not to reach goal_the the reason for not reaching the goal

69 er en eller anden barriere hos mig selv is one or other barrier with me self
is some barrier within myself

70 Coa: Ja
   Yes

71 Cli: Eller en manglende motivation
       Or a missing motivation

72 (0.2)

73 Cli: Det øh det- (0.3) Det ønsker jeg ikke.
       That uh that- (0.3) That wish I not.
       That uh that- (0.3) That I do not want

74 (0.2)

75 Coa: Nej
       No

76 Cli: Hvis jeg hvis jeg (.). jeg sætter
       If I if I (.). I set
       If I if I (.). I set

77 mig et mål (0.4) Det er også okay for mig
       myself a goal (0.4) It is also okay for me
       a goal for myself (0.4) It is also okay for me

78 andre (0.6) vigtigheden af målet
       to change (0.6) importance the of goal the
       to change (0.6) the importance of the goal

79 så der (så) kommer noget andet ind foran
       so there (so) comes something other in in_front
       so there (so) something else comes first

80 Coa: m

81 Cli: Men det må ikke være sådan noget
       But it must not be such something
       But it must not be such a thing

82 at det bare er slaphed
       that it just is leadenness

83 der gør at jeg ikke når mit mål
       which entails that I do not reach my goal
       which entails that I do not reach my goal

84 Coa: Nej (.) *okay*
       No (.) *okay*

85 Cli: >De: t de: t< den jeg har det skidt med.
       >It’s it’s< that I have it bad with.
       >It’s It’s< that I feel bad about.

86 Coa: Ja
       Yes

87 Cli: At jeg ikke ø:h er vedholdende nok.
       That I not u:h am persistent enough.
       That I am not persistent enough.

88 Coa: Ja
       Yes
Så det er slapheden eller
So it is leadenness
So it the leadenness or

It’s it’s that I-

It’s that I (.) I have it (0.4) PRT (0.8) I
It’s that I (.) I have it (0.4) Well (0.8) I

er bange for.
am afraid of.

Ja
Yes

It’s that I (.) I have it (0.4) PRT (0.8) I
Well (0.8)

It is there we have that little devil

which we talked about

which sits behind on my back and

which sits behind on my back the of me and

which we talked about

which we talked about

when I sit here and set goals
then when I am setting goals

it is whether my goal
it is whether my goal

must be that or whether
should be that or whether
.mt .hhh eller om det er bedre
. mt .hhh eller om whether it is better

at prøve det af på et konkret mål.
to try it of on a concrete goal.
to try it on a specific goal.

Som jeg nu hvor jeg kommer ind til
As I now where I come in to
as I now where I have found

at det helt dybtliggende
that the completely fundamental
that the completely fundamental

det som jeg virkelig gerne vil
that which I really gladly will
what I really would like to

det er at tabe mig (. ) femten kilo?
that is to lose myself (. ) fifteen kilos?
that is to lose (. ) fifteen kilos?

Coa: 'a
'es

Cli: Det er bare et et tal ikke,
That is just a- a number right,

Coa: [Jojo jov]
[yesyes yes]

Cli: .h[hhhh ]hh Eller om jeg kan sige=
.h[hhhh ]hh Or whether I can say=

hvis jeg nu gik efter det andet mål
if I now went after the other goal
if I instead went for the other goal

[at ] kunne holde et mål
[to ] could keep a goal
[to ] be able to reach a

Coa: ["m"]

Cli: >Det bliver bare så ab\textsc{str}akt.<
>That becomes just so ab\textsc{str}act.<
>That is just so ab\textsc{str}act.<

Coa: Ja
Yes

(.)

Coa: "Okay"
"Okay"

Cli: Fordi hvordan kan jeg see
Because how can I see
Because how then can I see

at jeg så har gjort det.=
that I then have done it.=
that I have done it.=

=Så er jeg nødt til at have
=Then am I obliged to have

128
et eksempel at gøre det på.
an example to do it on.
an example to test it on.

129
Coa: Ja okay?
Ja okay?

130
(0.4)

131
Cli: Så derfor bliver det for mig
So therefore becomes it to me
So therefore it becomes

læg at det jo kunne lade sig gøre
then must it could be done
then it must be possible you know to do

også på andre mål.
also on other goals.
with other goals as well.

136
(0.3)

137
Coa: Ja
Yes

138
(0.7)

139
Cli: Og da jeg ved
And since I know

140
at det med at tabe mig
that that with to lose myself
that about weight loss

141
.hhh er en ting som betyder utroligt meget !for mig,
.hhh is a thing which means incredibly much !to me,

142
Coa: m

143
(0.5)

144
Cli: og jeg alligevel ikke kan holde (.)
and I nevertheless not can keep (.)
and I nevertheless cannot manage (.)

145
>lså vil jeg sige<
>then will I say<
then I will say

146 Cli: hvis jeg kan over- hvis jeg klare _ den
if I can comp- if I manage _

147 så kan jeg _ vælte _ verden.
then I can _ ADV overturn _ world. _
then I can God damn overturn the world.

148 (0.5)

149 Coa: Okay.
Okay.

150 (0.7)

151 Cli: Altså.
PRT.
You know.

152 Coa: Ja.
Ja.

153 (0.5)

154 Coa: N’ du siger det betyder no:get _ for dig, (0.4)
W’ you say it _ means _ something to you, (0.4)

155 Coa: Hvor meget betyder det for dig,
How much _ means _ it to you,
How much does it _ mean _ to you,

156 Coa: På en skala fra et til ti
On a _ scale _ from one to ten
On a scale from one to ten

157 hvor meget betyder det for dig.
how much _ means _ it to you.
how much does it _ mean _ to you.

158 Cli: =At tabe mig?=
=To lose myself?= =To lose weight?= =

159 Coa: =Ja
=Yes

160 Cli: .hhh Jamen >det det< erhh >Det det<
$h'$ _ yes _ but _ it _ it< lishh >It it< $'$ _ Yes _ well _ it _ it< lishh >It it< $'$

161 Det betyder _ tolv _ haf _ på _ en _ skala _ fra _ et _ til _ t[i.£
It means _ twelve _ haf _ on _ a _ scale _ from _ one _ to _ t$[en.£

162 Coa: [Okay
[Okay

163 Cli: >Al’s< det er _ virkelig _ virkelig=
>PRT< it _ is _ really _ really=
>Th’s< it _ is _ really _ really=

164 Coa: =S:å her (0.2) [(hører j- )]
=S:o here (0.2) [(hear I- )]
=S:o here (0.2) I hear
Appendix B

165 Cli: [Det er noget ]
[It is something]
It is something

166 jeg tænker [over simplethen
I think [about simply

167 com: [({(client raises her hand to her head
168 indicating thoughts flying around in her head))

169 Cli: [.hhh femoghalvfems procent af min bevidste tid
[.hhh fiftyfive percent of my conscious time

170 com: [({(coach closes and opens her hand during the
171 inbreath})

172 Cli: Så ligger det=Al’s når jeg ikke sover ikke,=
Then lies it=PRT when I not sleep right,=
Then it is there=That’s when I am not asleep right,

173 Coa: Okay
Okay

174 Cli: Så ligger det (0.3) et eller andet sted
Then lies it (0.3) one or other place
Then is is there (0.3) some place

175 lige under overfladen.
right under surface_the.
right under the surface.

176 Jeg er <h:ele tiden bevidst> om det.
I am <who:le time_the conscious> about it.
I am conscious of it all the time.

177 Coa: Okay.
Okay.

178 (0.5)

179 Cli: >Et eller andet sted.< .hh Når jeg underviser
>One or other place.< .hh When I
>Somewhere.< .hh When I teach

180 når jeg sidder her .hh når jeg sidder og spiser.
teach when I sit here hh when I sit and eat.
when I am sitting here .hh when I am eating

181 (0.4)

182 Cli: Altid. Der er få sekunder hvor jeg glemmer det.
Always. There are few seconds where I forget it.

183 Coa: ’Okay’
’Okay’

In run_the of of [my ] awake time.
During the time when I am awake.

185 Coa: [’Ja’ ]
[’Yes’]
Okay
Okay

Så her er der i hvert fald mål om et mål
So here is there in any case uh talk about a goal
om du så når det eller ej
whether you then reach it or not
whether you then will reach it or not
det er jo så (0.9) i forhold til det med
that is you know then (0.9) in relation to that with
that is you know then (0.9) in relation to that concerning
om du så kan
Whether you [then can]
Whether you [then can]
[krm ]

[finde den der vedholden]
find that there persistence
find that persistence
[((Coach looks down at papers))

[((coach looks back at
client))

æh [og ikke] f: [slap ]heden
uh [and not] f: [leaden]ness the
uh and not f: the leadenness
[Ja ] [Ja ]
[Yes ] [Yes ]

og alt det der.=
and all that there.=
and all that=
=Ja
=Yes
(0.4)

Men der er ikke tvivl om
But there is not doubt whether
at det er et mål du ønsker at nå.
that it is a goal you wish to reach.
it is a goal you wish to reach.
(0.2)

Det æh kan ikke blive ret meget større nej.
It uh can not be very much bigger no.
It uh cannot be very much bigger no.
'No'

(0.6)

208 Cli: Det kan det ikke. That can it not. It can not.

(0.3) ((coach nods))

210 Coa: Så er det det, So is that it, 

(0.4)


213 Cli: .hhh Jeg vil i hvert fald gerne bruge det .hhh I will in any case gladly use it .hhh I would certainly like to use it

som ø: h eksempel på at sige fordi (0.5) as u:h example on to say because (0.5) as u:h an example to say because

214 com: ((client moves her left hand in a gliding movement down away from her body))

215 Cli: hvis jeg kan klare det så- så kan j- er jeg if I can do this then- then can I- am I

218 videre .hh klar til at gå videre med (0.4) further .hh ready to toINF go further with (0.4) going .hh ready to continue with (0.4)

219 Cli: at bruge den [ting ] til andre ting. to use this [thing] to other things. to use this [thing] to do other things.

[Ja ]
[Yes ]

(0.6)

222 Coa: S:å vil du prøve at formulere det mål. So will you try to formulate that goal.

223 Cli: .hhh Ja mit mål er .hhh (1.5) .hhh Yes my goal is .hhh (1.5)

224 at få det til at lykkes (0.7) at tabe mig. to get it to toINF succeed (0.7) to lose me. to succeed (0.7) in losing weight

225 Coa: 'Ja' 'Yes'

(0.7)

227 Cli: Altså man kan sige .hh PRT one can say .hh
You can say that is .hh

Man kan godt sige at mit mål er
One can well say that my goal is
You can well say that my goal is

at tabe mig ø:::h f- (. ) x kilo.
to lose me u:::h f- (. ) x kilos.
To lose u:::h f- (. ) x kilos.

(0.9)

231 Cli: Problemet er bare
Problem the is just
Only the problem is

hvis jeg kun siger det sådan (0.7)
if I only say it like that (0.7)
if I just say it like that (0.7)

(vi- v-) det er selve det at nå målet,
(we- w-) it is very that to reach goal_the,
(we- w-) it is that very thing to reach the goal,

(0.4)

235 Coa: Ja=
Yes=

236 Cli: =der er interessant.
=that is interesting.

(1.2)

238 Cli: Så mit mål er (0.7) at [det lykkes ]
So my goal is (0.7) that [it succeeds ]

Coa: [Hva- HVAD er-]Hvad er det
[Wha- WHAT is-]What is it
[Wha- What is-]What is it

(0.4)

240 du [vil.
you [will.
you want.

com: [((coach slams his right hand in his notes))

(0.5)

243 Cli: Jamen hvad er det jeg vil,
Yes but what is it I will,
Well what is it I want,

(0.6)

245 Cli: Jamen jeg vil tabe mig.
Yes but I will lose me.
Well I want to lose weight

246 Cli: Jeg vil simpelthen veje femten kilo mindre.
I will simply weigh fifteen kilos less.
I simply want to weigh fifteen kilos less

Du kan [også si]ge jeg vil veje
You can [also say] I will weigh
You can [also say] I want to weigh

Coa: [Jeg ] [I ]

Cli: lad os bare sige halvfjørds kilo.
let us just say seventy kilos.

Cli: om det så lige er femten eller sytten
Whether it then just is fifteen or seventeen

ever tolv eller hvad det er.
or twelwe or what it is.

Coa: Jeg vil tabe mig ((Coach is writing))
I will lose me
I want to lose weight

Cli: Ja
Yes

(2.0) ((Coach is writing))

Coa: Så jeg til slut vejer? ((coach looks at client))
So I in the end weigh?

(0.2)

Cli: Halvfjørds kilo.
Seventy kilos.

(3.0) ((coach is writing))

Coa: (Så)
(So)

Cli: Plus minus to det er helt fint
Plus minus two that is completly fine

(0.7)

Coa: vejer
weigh

(1.9)

Coa: halvfjørds kilo
seventy kilos.

Cli: Plus minus to
Plus minus two

(0.3)

Cli: Det kommer an på
That depends on

hvordan jeg ser ud når jeg vejer .hhh
how I look out when I weigh .hhh
how I look when I weigh .hhh

Coa: Plus (.) minus (.) to=
Appendix B

Plus (.) minus (.) two=

270 Cli:  
=Ja=
=Yes=

271 Coa:  
=kilo.  
=kilos.

272 Cli:  
Så har jeg sådan .hhh Det er ikke  
Then have I like_that .hhh It is not  
Then I have like that .hhh It is not

273 com:  
((arm movement))

274 Cli:  
sådan lige kr::hh=Den ligger der.  
like_that just kr::hh=It lies there.  
just like that kr::hh=It is there.

275 (1.6)

276 com:  
((coach leans toward client to show what he has written down))

277 Coa:  
Jeg vil tabe mig  
I will lose me  
I want to lose weight

278 så jeg til slut vejer (0.2) halvfjerds ˚kilo  
so I to end weigh (0.2) seventy ˚kilos  
so I in the end weigh (0.2) seventy ˚kilos

279 ˚plus [minus] to (kilo)˚  
˚plus [minus] two (kilos)˚

280 Cli:  
[Ja ]  
[Yes ]

281 Cli:  
Ja  
Yes

282 (0.9)

283 Coa:  
[Er det det du v- Er det ] det du vil gå efter,  
[Is it that you w- Is it ] that you will go after,  
[Is it that you w- Is it ] that you want to pursue,

284 Cli:  
[Det vil jeg simplethen.]  
[That will I simply. ]  
[I simply want to do that ]

285 Cli:  
Det vil jeg simplethen.  
That will I simply.  
I simply want to do that

286 (0.8)

287 Cli:  
Nu skal det lykkes.  
Now must it succeed.  
Now it must succeed

288 (0.2)

289 Coa:  
Yes ’godt’  
Yes ’good’
(1.0) ((coach is writing))

Coa: Den der djævel ø::h
That there devil e::h
This devil e::h

inden vi sådan går videre >og siger before we like this go >and say before we just proceed >and say

hvordan kan vi løse< .mt ((lip smacking)) how can we solve< .mt

Cli: Ja
Yes

Coa: Så har jeg indtryk af at den der djævel Then have I impression of that that there devil Then I got the impression that this devil

*den æ::h betyder lidt for dig. *it e::h means little for you. *it e::h means something to you.

Cli: .hhh Den betyder meget for mig. .hhh It means a lot for me. .hhh It means a lot to me.

Coa: Ja. Er det noget du vil snakke !mere om,= Yes. Is it something you will talk !more about,= Yes. Is it something you want to talk !some more about,=

=[Vi var sådan ] lidt inde =[We were like this] a little =We just

Cli: =[Krm krm:: ]

Coa: og berører den i går !*me:n. in and touch it yesterday !*bu:t. touched upon it yesterday !*bu:t

(0.3)

Cli: .mt .hh Jamen >det det< er .mt .hh Yes but >it it< is .mt .hh Yes well >it it< is

den der A’s: det er fordi that there PRT it is because that That’s it is because

når jeg sidder i mange situationer when I sit in many situations when I am in many situations

så er jeg selv (. ) øh når jeg hører gode ideer then am I even (. ) eh when I hear good ideas then I am even (. ) eh when I hear good ideas

.hhh så er jeg altid den der er skeptisk,
Jeg øvh påtager mig næsten altid at være djævelens advokat.

Også for andre.

Okay.

Okay.

M- (Nej))

M- (No ))

. hhh men det er for . hhh but that is to . hhh but it is to

. hhh then am I always it there is sceptical,=
. hhh then I am always the one who is sceptical,=

at være djævelens advokat.
to be devil_the_GEN advokat.
to be the devil’s advocat.

Also for others.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.

Okay.
(1.2) ((Coach is nodding))

Cli: så ø::h hvorfor tror du på so e::h why believe you in So e::h why do you believe

det lykkes [den her gang.=][Så han] sidder it succedes [this here time.=][So he ] sits that it will succeed this time=So he sits

com: (((Client points left hand over left shoulder))

Coa: [.hhh Nu nu s:: ] [.hhh Now now s:: ]

Cli: den lille djævelens advokat that little devils_the_GEN advocate that little devil’s advocate
[der[inde. [the[re_in in there

com: (((Client lowers her right arm))

Coa: [Nu siger du han <sidder derinde>, [Now say you he <sits there_in>, [you say he <sits in there>,

Cli: Ja. ((nods)) Yes. ((nods))

(0.5)

Coa: Før sagde du han sad omme på ryggen. Before said you he sat behind on back_the. Earlier you said he sat on your back.

(0.7)

Cli: Ja [han sidder her. Yes [he sits her.

com: (((Client again points on/above her left shoulder))

Coa: Han sidder på s: Hvor er her? He sits on s: Where is here?

Cli: [Ja de:t det er her. [Yes T:it it is here.

com: (((Client points above her shoulder and begins cirkeling her left hand in the area above the shoulder))

(0.6)

Cli: I det her ømr- Han sidder her. In that here are- He sits here.

Coa: Er det på skulderen? Is that on shoulder_the?
Is that on the shoulder?

352 Cli: .hhhh Det er \_h\_er. ((Voice is shrill))
      .hhhh That is \_h\_ere.

353 Coa: Det er \_h\_er.
      That is here.

354 Cli: Det er simplethen \_h\_er.
      That is simply \_h\_ere.
      That is just \_h\_ere

355 Coa: Okay
      Okay

356 Cli: Han kan så \_s\_e mig og (.) jeg kan ikke \_s\_e ham.
      He can \_s\_ee me and (.) I can not \_s\_ee him.
      He can \_s\_ee me and (.) I cannot see him.

357 Coa: Nej. Okay.
      No. Okay.

358 Cli: Altså
      PRT
      Well

359 Coa: Kan du ikke \_p\_røve at beskrive ham \[()\].
      Can you not try to describe him \[()\].

360 Cli: [fnh ]

361 (1.0)

362 Cli: *M:: det e: Det er sådan en rigtig lille \_d\_jævel=
      *B:: it i: It is such a real little devil=
      *B:: it i: It is such a real little devil=

363 som man \_s\_er med med fork
      as you see with with trident

364 og (0.3) horn i \_p\_anden=
      and (0.3) horn in forhead_the=
      and (0.3) horn on the forehead

365 Cli: Altså Det ER en lille \_d\_jævel
      PRT It IS a little devil
      That is It IS a little devil

366 Coa: (En lille) [d\_jævel hvor stor er han,]
      (A little) [devil how big is he, ]

367 Cli: [En lille irriterende ]
      [A little anoying ]

368 Coa: En lille \_d\_jævel [hvor stor ]
      A little devil [how big ]

369 Cli: [Han er \_s\_ådan]
      [He is like] this
      [He is like] this

370 com: ((Client holds up her hand indicating his size
371     between her thumb and middle finger))
372 (0.3)
373 Coa: Han er så stor.
       He is this big.
374 Cli: Han er sådan her.
       He is like this here.
       He is like this
375 (0.5) ((Coach lifting his hand and indicating the size))
377 Coa: Hvad er det,
       What is that,
       (.)
379 Coa: En ti centimeter,=
       One ten centimetres,=
       Like ten centimetres,=
380 Cli: =Jah
       =Yeah
381 Coa: Okay.
       Okay.
382 (0.5)
383 Cli: Jeg har en ti centimeters djævel
       I have a ten centimeter_GEN devil
       I have a devil of ten centimetre
384 siddende heromme
       sitting here_back
       sitting back here
385 Coa: Ja
       Yes
386 Cli: Ja
       Yes
387 (0.8) ((Coach nods))
388 Coa: Eh på din ventre
       Eh on your left
389 (0.4)
       On my [left ] shoulder.
391 Coa: [side ]
       [side ]
392 Coa: På din venstre skulder. ((coach begins writing))
       On your left shoulder.
393 Cli: (Eller) han svæver lidt her.
       (Or ) he floats a little here. (He is)
       ( Or ) he floats a little here. (He is)
 com: ((Coach indicating the place with her left hand))

(.

Coa: Ja=
Yes=

Cli: =Han ligger .hhh som sådan en lille fe
=He lies .hhh as such a little fairy
=He lies .hhh as a little fairy

Cli: der ligger og svæver=[men] det er
which lies and floats=[but] it is
floating=but it is

Coa: [Ja ]
[Yes]

Cli: en lille (.) djævel.
a little (. ) devil.
a little (. ) devil.

Coa: Venstre skulder ((coach is writing))
Left shoulder

Cli: Ja
Yes

(1.0)

Coa: Vi snakkede lidt om i går
We talked a little about yesterday
We talked a little about yesterday

at den har en æ:h Den der djævel
that it has a e:h That there devil

at den har en (.) [positiv intention.
it has a (.) [positive intention.

com: [((coach looks from papers
to client))

Cli: Ja den har jeg godt nok svært ved at se.
Yes it have I well enough difficulty ADV to see.
Yes that I have some difficulty seeing.

(1.2)

Cli: Ud over selvfølgelig ø:h at lade være med
Out over of course e:h to hold off with
Except from of course e:h to hold off from

at glæde mig for meget til et eller andet
to joy myself too much to one or other
looking too much forward to something

fordi så bliver jeg jo ikke lige så skuffet
because then become I ADV not just as
disappointed
because then I won’t become just as disappointed,
you know

som hvis jeg havde glædet mig.
as if I had joyed myself
as if I had looked forward to it

415  Cli: .hhh Hvis jeg nu tror fuldstændig på (.).
        .hhh If I now believe completely in (.).
        .hhh If I now completely believe (.)

416  at jeg når mit mål,
    that I reach my goal,
    that I will reach my goal

417  (.)

418  Coa:  Ja
        Yes

419  Cli:  Hvis jeg så ikke når det alligevel
        If I then not reach it anyway
        If I then won’t reach it anyway

420  (0.4)

421  Coa:  Ja
        Yes

422  Cli:  så bliver jeg jo vildt skuffet.
        then become I wildly disappointed
        then I will be wildly disappointed you know

423  Coa:  Ja ((coach begins writing))
        Yes

424  Cli:  .hhh Men når han nu har siddet deroppe
        .hhh But when he now has sitting there_up
        .hhh But when he has been sitting up there

425  og sagt at æ:h du når det jo
    and said that e:h you reach it ADV
    and said that e:h you won’t make it

426  alligevel ikke (0.5) så bliver jeg (.). vildt glad
    anyway not (0.5) so become I (.). wildly happy
    anyway you know (0.5) then I will be wildly happy

427  hvis det lykkes alligevel.
    if it succeeds nevertheless.
    if it nevertheless succeeds.

428  (0.4)

429  Coa:  Ja så så (glæden) [han er faktisk med til
        Yes so so (joy_the) [he is actually with to
        Yes so so (the joy) he is actually helping

430  Cli:  [S:::

431  Coa:  at gøre glæden endnu større[:]
        to make joy_the even bigger[:]
        to make the joy even bigger:

432  Cli:  [J]a fordi s:
        [Y]es because t:
        [Y]es because t:
Haha hvad sagde jeg.
Haha what said I.
Haha I told you so.

Coa: Ja
Yes

Cli: Kan jeg jo så sige til ham ikke;
Can I ADV then say to him right;
I can then tell him right;

Coa: Jov
Yeah

Coa: M: men omvendt så har jeg også indtryk af
B: but reverse then have I also impression of
B: but on the other hand I also have the impression

at det du siger det er
that what you say that is
that what you say is

at han har vundet nogle gange ikke;
that he has won some times right;
that he has won sometimes right;

Cli: Mange gange.
Many times
Many times

Coa: Han har vundet mange [gange.]
He has won many [times.]

Cli: [Rigtig] mange gange.
[Really] many times.
[very ] many times.

Coa: Ja
Yes

Cli: For mange gange
Too many times

Coa: Så:: .hhh Det jeg hørte dig sige i går nu ved
So:: .hhh That I heard you say yesterday=now know
So:: .hhh What I heard you say yesterday=now

jeg ikke om det har ændret sig siden,
I not whether it has changed itself since,
I do not know whether it has changed since,

[jhkhk] [det er det er egentlig godt nok
[jhkhk] [that is it is actually good enough
[jhkhk] [that is it is actually okay

Cli: [khkhm]
Appendix B

452 com: [((coach moving his right hand to his right shoulder))]
453
454 han er der. he is there. he is there.
455 (0.8)
457 .hh[hh] ]Yes I know well
458 Coa: ['venstre side'] ['left side’ ]
459 com: [((coach move his right had to his left shoulder))]
460 Cli: jeg sagde i går=men det har jeg I said yesterday=but that have I 
461 I said that yesterday=but that I have 
462 også tænkt meget over also thought a lot about 
also thought a lot about
463 det f: jeg kan i- Jeg kan ikke se that f: I can n- I can not see 
that f: I cann- I cannot see
464 at det er godt nok han er der.= that it is well enough he is there.= that it is okay that he is there.= 
465 =Jeg f:: Hvis det er okay [at man ikke ] 
=I f:: If it is okay [that one not ] 
=I f:: If it is okay that you not
466 Coa: [Hvad sker der ] [What happens there] What will happen
467 Coa: Hvad sker der hvis han slet ikke er der. (I7.20)) 
What happens there if he not is there. 
What will happen if he is not there at all.
468 (3.7)
469 Cli: Hvad sker der hvis han slet ikke er der. 
What happens there if he ADV not is there. 
What will happen if he is not there at all
470 (3.2)
471 Cli: Så er det min egen skyld Then is it my own fault Then it is my own fault
472 hvis jeg ikke når målet. if I not reach goal_the.
Appendix B

if I do not reach the goal.

Så er det endnu mere min egen skyld.
Then is it even more my own fault.

Then it is even more my own fault.

(0.6)

Coa: Okay. [Hvad gør] det ved dig
Okay [What do ] it to you
Okay What does that do to you

Cli: [( )]

Coa: hvis nu (. ) du ikke når målet
if now (. ) you not reach goal the
if you do not reach the goal

og det er din egen skyld.
and it is your own fault.

Men så sænker det mit lev- mit selvværd,
But then lowers it my lev- my selfworth,
But then it lowers my selfworth,

Så sænker det dit selvværd,
Then lowers it your selfworth,
Then is lowers your selfworth,

Ja det gør det.
Yes, it does that.

(0.7)

Fordi så s::[:]
Because then t::[:]

[Så] det vil sige
[So] that will say
[So] that means

at den her (0.6) <djævel er med til at> (1.0)
that this here (0.6) <devil is with to toINF> (1.0)
that this (0.6) <devil Is part of> (1.0)

passe på "at dit selvværd det ikke ryger?"
looking out "that your selfworth it not lost?"
looking out for "that your selfworth is not lost?"

(1.2)

Er det det du siger,
Is that that you say,
Is that what you are saying,

Ja
Yes

(1.0)

"Okay" =
"Okay" =
78

492 Cli: =Det er det jeg siger.
=That is what I say
=That is what I am saying.

493 Cli: .hhhh £med bevæg[else.] Ja£
       .hhhh £with emo[tion.] Yes£

494 Coa: ['Okay']
       ['Okay']

495 (0.5) [((coach begins writing))]

496 Cli: Det er det.
       That is it.
       It is that

497 (0.9)

498 Coa: Så han er [med for at (.) und[gå ]
       So he is [there for to (.) a[void ]
       So he is there to (.) avoid

499 Cli: [°Ja°] ((nodds))
       [°Yes°]

500 com: [((coach looks up from notepad))]

501 Coa: [ø:h (0.9) [knæk på selvværdet eller hvad,
       [e::h (0.9) [breach on selfworth_the or what,
       [breach on the selfworth or what,

502 com: [((Coach looks at notes again and writes))]

503 com: [((Coach looks up from notes at client))]

504 Cli: [Ja
       [Yes

505 com: [((Coach resumes writing))]

506 Coa: Undgå (.) [Kan] vi kalde det [det. ]
       Avoid (.) [Can] we call it [that.]
       Avoid (.) Could we put it like that?

507 Cli: [Ja ]
       [Yes ]

508 Coa: Undgå knæk på selvværdet.
       Avoid breach on selfworth the.
       Avoid breach on the selfworth.

509 com: ((Coach is writing))

510 (.)

511 Coa: "Ja"
       "Yes"

512 Cli: ((sniff))

513 (2.0)
514  Cli:  HHhh[h ]
515  Coa:  [Er] det ikke æ:h væsentligt;
      [Is] that not e:h essential;

516  Cli:  Jov
      Yeah
517        (3.0)
518  Coa:  Hvis: d- (0.3) hvis det er væsentligt (0.3)
      If: t- (0.3) if that is essential (0.3)
      for dig (>Hannesofie<)
      for you (>Hannesofie<)
      (2.5) ((Client is crying))
520  Coa:  Det gør ikke noget ('Hannesofie').
      It does not anything ('Hannesofie').
      for you (>Hannesofie<)
      (0.6)
523  Coa:  Det gør ingenting
      It does nothing
      It is okay

524  Cli:  hhh.mt [Nej æh] ((Sniff))
      hhh.mt [No eh] ((Sniff))
525  Coa:  [Det er] kun sundt fordi æ:h .hhhh
      [It is] only healthy because e:h .hhhh
      [It is] only good because e:h .hhhh
      nu tror jeg på at søh .mt (1.2) vi er inde
      now believe I in that eh .mt (1.2) we are in
      now I believe that eh .mt (1.2) we are
      =at [røre ved et eller an]det=
      =to [touch by one or ot]her=
      =touching something

528
529  Cli:  [.HHHhhhh            ]
530  Coa:  =som [bety]der noget for dig [her] ikke?
      =that [ me]ans something to you [here] right?
      =that [ me]ans something to you right?
531  Cli:  [J: a ]             [Ja ]
      [Y: es]             [Yes ]
      (0.8)
533  Coa:  Så:: Så !det er okay,
      So:: So !that is okay,
      (0.2)
535  Coa:  Skal jeg finde noget til [dig]?
      Should I find something for [you]?
Appendix B

536 Cli: [Ja ] (vil du)
      [Yes ] (would you)

537 hhhhhfmm ((cough))
    hhh .hhfmm

538 Coa: Jeg finder noget til dig
       I will find something for you

539 så kan du [lige sidde] ((coach stands up))
then can you [just sit]
then you can [sit]

540 Cli: [()] (hvis du) lige der udenfor=
       [()] (if you) just there outside=

541 Coa: [( )]

542 com: ((client points toward the door))

543 Cli: =[tror] jeg
       =[think] I
       =I think

544 Coa: [Ja ]
       [Yes ]

545 Coa: Så kan du lige sidde
       Then can you just sit
       Then you can just sit

546 og (0.4) sunde dig lidt.
and (0.4) compose yourself a little.

547 (25.2)

548 com: ((Coach leaves the room and comes back with some tissues which he hands to the client))

549 Cli: Han er inde og rører ved at (0.8) khr::
       He is in and touch upon that (0.8) khr::
       He is touching upon that (0.8) khr::=

550 alle mennesker tror .hhh snf ((sniff)) at jeg
   all people think .hhh snf that I

551 er et ø:h (0.5) stærkt selvsvikkert menneske,
   am a u:h (0.5) strong self-confident person,

552 (2.0)

553 com: ((client is looking down, coach looks at client nodding))

554 Cli: Den eneste der ikke tror på det
       The only_one that not believe in it
       The only one that does not believe in it

555 det er mig selv.
   that is my self.
   that is me.
Appendix B

558 (1.0)

559 Coa "Okay"
   "Okay"

560 Cli: Ja
   Yes

561 (0.8)

562 Cli: Så jeg snyder verden.
   So I cheat world the.
   So I cheat the world.

563 (0.7)

564 Coa: Ja
   Yes

565 (.)

566 Coa: Men han er der jo
   But he is there ADV
   But he is there you know

567 for at passe på dig [siger du? ]
   to toINF look after you [say you? ]
   to look after you you say?

568 Cli: [Han er der ]
   [He is there]

569 Han må være der han må være der
   He must be there he must be there

570 for at: (0.9) at jeg ikke knækker over
   to that: (0.9) that I not break over
   so (0.9) that I do not break down over

571 af det.=Ja (.) Det må han være.
   of it.=Yes (.) That must he be.
   it.=Yes (.) That he must be.

572 Coa: Jamen er det ikke en god ting?
   Yes but is that not a good thing?
   Well is that not a good thing?

573 (0.4)

574 Cli: Jov
   Yeah

575 (1.6)

576 com: ((client is drying her eyes))

577 Coa: Så:: [(på en må) ]
   So:: [(in a wa) ]

578 Cli: [Men jeg vil]le ønske mig
   [But I would wish me
   But I would wish
jeg kunne klare mig uden ham alligevel.
I could manage me without him anyway
I could manage without him anyway

Coa: Ø::h ja. Men risikoen for at du så
U::h yes. But the risk that you then

Coa: knækker sammen for du ikke [selv] kunne gøre det
break down because you not [self] could do it
break down because you could not do it

Cli: [Jov ]
[Yeah]

Coa: den er der også ikke?
= it is there also right?
= it is also there right?

Cli: =[Den er der ja=
= [It is there yes=

com: [((Coach raising this right hand

Coa: =SÅ hvis- (0.4) Hvis vi nu kunne tone ned for ham.
=So if- (0.4) If we now could tone down for him
=So if- (0.4) If could tone him down now

(0.3)

Coa: SÅ [det var] tilpas han var der.=
So [it was] suitable he was there.=
So [it was] just enough he was there.=

Cli: [Ja ]
[Yes ]

Cli: =Ja=
=Yes=

Coa: =Altså acceptere at han er der,
=PRT accept that he is there,
=That is accept that he is there

(0.5)

Coa: Men når han kommer frem
But when he comes forward

Coa: [så er ] det dig der skal styrer den.
[then is] it you that must control it.
then it is you that must control it.

Cli: [Khrm: ]

Coa: Hvordan ville det v- ah lyde,
How would that b- eh sound,

Cli: Det ville lyde godt
That would sound fine
That would sound fine

fordi så ville han være der til
because then would he be there to
because then he would be there to

.hhh at sørge for at alt man gjorde.
hhh to make sure to that everything one did
.hhh to make sure that everything you did

det var inden for realistiske grænser.
it was inside for realistic frames.
it was within realistic frames.

Det v- Hvis han nu kunne nøjes med det
it w- If he now could settle for that
it w- If he could settle for that now

Coa: "Okay"

Cli: I stedet for at pille mig ned (.) kunne han
Instead of toINF put me down (.) could he
Instead of putting me down (.) could he

så ikke bare nøjes med at holde mig realistisk.
then not just settle for to keep me realistic.
then not just settle for keeping me realistic.

(0.8)

Cli: Fordi det er fint nok.
Because that is fine enough
Because that is okay

(1.0)

Cli: For jeg vil ikke være blåøjet og naiv.
Because I will not be starry-eyed and naive
Because I do not want to be starry-eyed and naïve

Coa: "m"

(1.1)

Cli: ((sniff))

Coa: Hannesofie nu stiller jeg dig nok et mærkeligt
Hannesofie now ask I you probably a strange
Hannesofie now I probably ask you a strange

spørgsmål men prøv alligevel a::t tænke efter
question but try anyway to think after
question but try anyway to think

om du ka::n (.) besvare det.
Whether you ca::n (.) answer it.

Coa: .mt Kan du snakke med ham,
.mt Can you talk with him,
.mt Can you talk to him,

(3.0)

Cli: Det tror jeg jeg kan når jeg sover.
That think I I can when I sleep
I think I can when I am sleeping
618 Cli: Altså ø:[h ]
PRT e:[h ]
Well e:h

619 Coa: [´Okay] når du sover”?
[´Okay] when you sleep”?
[´Okay] when you are sleeping”?

620 Cli: Ja det tror jeg faktisk jeg kan.
Yes that think I actually I can
Yes I think I can actually

621 Cli: Eller eller der hvor man ligger lige imellem
Or or there where one lies right in_between
Or or there where you are right in between

622 Coa: ´Okay´
´Okay´

623 Cli: Så så fører jeg indre dialoger,
Then then have I inner dialogues,
Then then i have inner dialogues,

624 Coa: ´Ja´
´Yes´

625 Cli: Og det er sikkert med ham der (djævel)
And that is probably with him there (devil)

626 Coa: Vil du prøve a:t lukke øjenene ’lige så stille’
Would you try t:o close eyes_the ”just so quiet”
Would you try t:o close your eyes ”quietly”

627 Cli: Ja
Yes

628 Coa: Sæt dig sæt dig så du slapper helt (. ) fuldstændig
Sit you sit you so you relax whole (.) completely
Place yourself place yoursself so that you relax completely

629 com: ((coach changes position in his chairs, then client changes position))

630 Coa Læg den der (0.7) mappe væk [ø::h]
Put that there (0.7) folder away [e::h]
Put that (0.7) folder away e::h

632 Cli: [Ja ]
[Yes ]

633 com: ((Client places folder on the floor))

634 Coa: Lad [ ]
Let

635 Cli: [Khr krm]

636 Coa: Så prøv a:t lukke øjnene
Then try t:o close eyes_the
Then try t:o close your eyes

637 Cli: HHhhhh
Appendix B

Coa: Imagine you that eh you are lying there
Coa: Where you are like
Coa: Just before you doze off
Coa: And now you actually have the possibility to
Coa: To talk to this devil
Coa: Which you know really is there
Coa: Of a good intention but perhaps
Coa: Has taken too much power
Coa: So you are not reaching the goal you are setting
Coa: Looks too much on you
Coa: That is that you say
Coa: That is here little devil
Coa: With a trident and
Appendix B

657 Coa: en cirka ti centimeter høj
one around ten centimetres tall
around ten centimetres tall
(1.8)

658 Coa: Den sidder der på (0.5) venstre (0.5) skulder
It sits there on (0.5) left (0.5) shoulder
It is sitting there on (0.5) the left (0.5) shoulder
(3.0)

661 Coa: Hvis du nu prøver at stille den
If you now try to ask it

det spørgsmål (1.4) øh=
the question (1.4) eh=
this question (1.4) eh=

663 Cli: =Jeg ved godt hvad jeg vil
=I know well what I will
=I know well what I want to
svare de- spørge den om,
answer it- ask it about,

svare de- spørge den om,
answer it- ask it about,

665 Coa: Okay så spørg
Okay then ask

666 Cli: [om han da ikke godt gider
[Whether he ADV not good bother
[Whether he would not
at hjælpe mig i stedet for at pille mig ned.
to help me instead of toINF put me down
hjælpe me instead of putting me down

668 Coa: Okay. Hvad svarer han til det,
Okay. What answers he to that,
Okay. What does he answer to that,
(2.0)

670 Cli: Han ser lidt forbavset ud
He looks a little surprised out
He looks a little surprised
(0.8)

672 Cli: Fordi det var det han troede han gjorde.
Because it was what he thought he did.

673 Coa: O’kay.
O’kay.
(0.8)

675 Coa: Okay.
Okay.

676 (1.5)
men det hjælper ikke mig (.) at blive pillet ned but it helps not me (.) to be put down but it does not help me (.) to be put down

Jeg b- (0.4) Det er ikke det jeg har behov for. I b- (0.4) It is not that I have need of. I b- (0.4) It is not what I need.

I b- (0.4) It is not what I need.

Jeg skal ikke pilles ned. I must not put down. I must not be put down.

Det skal jeg nok selv finde ud af That will I ADV myself find out of I will figure that out myself (1.0)

Jeg vil meget hellere have hjælp til at (0.5) I would much rather have help to toINF (0.5) I would much rather have help to (0.5)


[holde fast] [hold on ]
Appendix B

696 (1.0)

697 com: ((client wipes away tears))

698 Coa: Hvad er det så han vil?=Han- (0.2)
What is it then he will?=He- (0.2)
What is it then he wants?=He- (0.2)

699 Hvad er det så han vil?
What is it then he will?
What is it he wants then?

700 (3.0)

701 Cli: Jamen altså han siger han vil jo bare have
Yes but PRT he says he will ADV just have
Well that is he says he just wants you know

702 at jeg beholdt jordforbindelsen.
that I keep ground_connection_the
that I keep in touch with reality

703 (1.2)

704 Coa: Okay
Okay

705 Cli: Jeg skulle ikke svæve helt deroppe
I should not float all there_up and
I should not float all up there and

706 og tro at (0.5) jeg var noget.
and think that (0.5) I was something

707 Altså så ville jeg jo bare
PRT then would I ADV just
That is then I would you know just

708 blive skuffet jo.
become disappointed ADV.
be disappointed you know.

709 Coa: Okay.
Okay.

710 Cli: Sfnhht ((sniff)) så han vil bare hjælpe mig
Sfnhht ((sniff)) so he will just help me
Sfnhht ((sniff)) so he just wants to help me

711 til at holde jordforbindelsen.=
to toINF keep ground_connection_the.=
to keep touch with reality.

712 Coa: =Ja=
=Yes=

713 Cli: =Og han ser faktisk anderledes ud lige nu.
=And he looks actually different out just now.
=And he actually looks different just now.

714 Coa: Han ser hvordan ud.
He looks different out.
He looks different.
com: ((Coach raises eyebrows as he repeats the client))

Cli: Ja=
Yes=

Coa: =Kan du ikke prøve at beskrive
=Can you not try to describe
=Won’t you try to describe him=

hvordan han ser ud [nu ].
how he looks like [now ].

Cli: [Jov.] Han er en ganske
[Yes.] He is a quite
[Yes.] He is quite an

almindelig lille mand nu.
ordinary little man now.

Coa: Han er en lille mand;
He is a little man;

Cli: !Ja:
!Yes:

Coa: Okay.
Okay.

Cli: Han er ikke [æ::h ]
He is not [e::h ]

Coa: [Prøv at beskrive] ’m for mig,=
[Try to describe] ’m to me,=

=Hvad har han tøj på?
=What has he clothes on?
=What is he wearing anything?

Cli: Det- det ved jeg ikke
That- that know I not
That- that I do not know

men han har i hvert fald
But he has in any case
But he has in any case

mistet hornene    i panden,
lost   horns_the in forehead_the,
lost the horns on his forehead,

(0.5)

Coa: O’kay. Har han en [farve? ]
O’kay. Has he a [colour?]
O’kay. Has he got a colour?

Cli:  [Og han] har heller ikke
[And he] has neither
[And he] neither has not

sin øh fork længere.
his eh trident longer.
got his trident anymore
Coa: Han har heller ikke fork. Er han:: Har han farve? He has either not trident Is he:: Has he colour? He has neither trident Is he:: Has he got a colour?

(0.5)

Cli: Han er sort. He is black

Coa: Han er sort. He is black.

Coa: Siger han noget?=(Eller) er der says he something?=Or are there
Does he say something?=Or are there
nogle lyde fra ham? some sounds from him?
some sounds from him?

Cli: Nej han snakker ikke. hhh
No he talks not. hhh
No he does not talk. hhh

Han snakker inde i mit hovede.
He talks inside in my head.
He talks inside in my head.

Altså der er ikke ly[de fra ham.=
PRT there are not so[unds from him.=
That is there are no sounds from him.=

Coa: [Han snakker
[He talks

Cli: =Ja
=Yes

Coa: Der er ingen lyde.
There are no sounds.

Cli: Nej det er::: f::: tankeoverførsel.
No it is::: f::: thought transference.

Coa: Ja.
Yes.

(0.6)

Cli: Hvordan har det ændret noget
How has it changed something
at han er blevet til en mand?
that he is become to a man?
that he has become a man?

Coa: Med dine følelser?
With your feelings?

Cli: hhhhh

Cli: .hhh Jamen det er blevet til at . at det .hhh Yes but it is become to that that . that it
.hhh Well it has become that that (.) that it

can godt ske   at han  vil prøve at hjælpe mig.  
can well happen that he will try to help me.  
can be that he wants to try and help me.

Men altså (.) jeg ved ikke helt
But PRT  (..) I know not quite
But that is (..) I do not know quite

om   jeg tør stole på ham
whether I dare trust in him
whether I dare trust in him

eller om  han bliver til en djævel igen altså
or whether he becomes to a devil igen PRT
or whether he will become a devil again that is

Men altså  hvis han i det mindste
But PRT if he in the least
But that is if he at least

just has understood a  scrap of
just has understood a scrap of

hvad det er jeg sidder og siger til ham [lige] nu=
what it is I am telling him just now=

Coa:  [Ja ]

Cli: =så   er  der  da en vej frem.
=then is there PRT a way forward.
=then there is a way forward

Coa:  Okay.

Coa:  Inden du   lige æh får bekræftet det ved ham
Before you just eh get confirmed that by him
Just before you get that confirmed from him

så prøv lige   at se (.) Hannesofie om  du
then try just to see (.) Hannesofie whether you
then just try to see (.) Hannesofie whether you

kan flytte ham over på din !højre skulder.
can move him over on your right shoulder

(1.4)

Cli:  phuh::

(5.1)

Cli:  Det kan jeg ikke.
That can I not
I cannot
Coa: Det kan du ikke
That can you not
You cannot

Cli: Nej
No

Coa: (Så lad ham [blive Så lad ham ])
(Then let him [stay Then let him ])

Cli: [Jeg ved ikke Jeg tror ikke han] f-
[I know not I think not he] f-
[I do not know I do not think he f-

Jeg tror ikke han forstår hvad han skal
I think not he understands what he must
I do not think he understands why he should move

[derover efter.] [there_over after.]
over there

Coa: [Nej men prøv ] prøv at lade ham blive
[No but try ] try to let him stay

på venstre [skulder]
on left [shoulder]

Cli: [.hhja ] Jeg tror han siger
[.hhyes ] I think he says
[.hhyes ] I think he says

han skal sidde derover
he must sit there_over
he must sit over there

fordi han skal være i nærheden af mit hjerte
because he must be in near of my heart
because he must be near my heart

Så derfor kan han ikke sidde derover.
So therefore can he not sit there_over.
So therefore he cannot sit over there.

Coa: Nej okay det må han også gerne
No okay that can he also gladly
No okay he can do that ??

Han skal nok komme tilbage til hjertet igen.
He will enough come back to heart the again
He will come back to the heart again

Cli: Ja
Yes

Coa: [S:å: flyt ] ham over på din højre skulder.
[S:o: move ] him over on your right shoulder
790 Cli: ['Nej' ( )]
      ['No' ( )]
791 (1.0)
792 Cli: .mt Det vil han ikke
      .mt That will he not
      .mt He won’t do that
793 Coa: Det vil han ikke.
      That will he not.
      He won’t do that
794 Cli: Nej
      Nej
795 Coa: Okay
      Okay
796 (0.3)
797 Coa: Kan du dreje ham rundt
      Can you spin him around
798 (2.6)
799 Cli: Jeg kan få ham til at sætte sig ned.
      I can get him to sit himself down.
      I can get him to sit down
800 Coa: Du kan få ham til at sætte sig ned.
      You can get him to sit himself down.
      You can get him to sit down
801 Cli: Ja
      Yes
802 Coa: O[yay ]
      O[yay ]
803 Cli: [Isted ]et for at stå op.
      [In_ste]ad of to stand up.
      In stead of standing up
804 (0.2)
805 Coa: Ja
      Yes
806 (0.7)
807 Cli: Det kan jeg godt.
      That can I well.
      I can do that
808 Coa: Ja
      Yes
809 (0.5)
Coa: Så få ham til at stå op igen,
Then get him to stand up again,
(0.2)

Coa: og sætte sig ned ligesom når du styrer.
and sit himself down like when you control.
(0.5)

Coa: Ja: men det skal han nok få en forklaring på senere.
Yes: but that must he get an explanation on later.
(1.5)

Coa: Han gør det.
He is doing it

Cli: Han gør det,
He does it,

Cli: Ja
Yes

Coa: Okay
Okay

Coa: Han sidder nu.
He is sitting now.

Coa: Han sidder [ned nu.]
He sits [down now.]

Appendix B
830 Cli: [Han sid]der afventende. 
[He sit]s waiting
He is sitting waiting

831 Coa: Ja Hvordan har du med
Yes How have you with
Yes How do you feel about
832 at han sidder der (.) [afvent ]ende.
that he sits there (.) [wait ]ing
that he is sitting there (.) waiting

833 Cli: [((Sniff))] 

834 (0.8)

835 Cli: .mt Jeg føler han lurer    lidt på mig altsÅ.
.mt I feel he lies_in_wait little on me PRT.
.mt I feel he lies in wait for me that is

836 Coa: Ja
Yes

837 Cli: Nu nu kan jeg jo så selv bevise at (0.5)
Now now can I ADV then myself prove that (0.5)
Now now I can you know by myself prove that (0.5)

838 Coa: Ja
Yes

839 (0.8)

840 Coa: .hhh SÅ [prøv a::t]
.hhh Then [try to::]

841 Cli: [Hv- Hvi- Hv]is du virkelig tror
[I- If- I]f you really think
I- If- If you really think

du kan klare dig uden mig så prøv det.
you can make you without me then try it.
you can make it without me then try it.

842 Coa: Ja så prøv det.
Yes then try that.

843 Cli: Ja
Yes

844 (0.5)

845 Coa: Men æ::h det har du også gjort.
But e::h that have you also done.
But e::h you have also done that.

846 Coa: Det synes jeg du skal    sige til ham
That think I you should tell to him
I think you should tell that to him

847 Coa: At du har    jo accepteret at at ø::h
That you have you know accepted that that e::h

848 Coa: du kan ikke klare dig uden.
you can not make you without.
you cannot do it without

850  (0.4)

851 Cli: [Ja ]
    [Yes]

852 Coa: [Han] skal være der
    [He] must be there
He must be there

853 for at redde den der selvværd
    to toINF save that there selfworth
to save that selfworth

854  (0.4)

855 Cli: Ja
    Yes

856 Coa: Den den må ikke ( ) blive knækket.
    That that may not ( ) be broken
    That that may not ( ) be broken

857 Cli: .hnej
    .hno

858  (0.3)

859 Coa: Men ø:h hvad skal der til,
    But e:h what must there to,
    But e:h what does it take,

860 Kan du ikke spørge ham om hvad der skal til
    Can you not ask him about what must there to
    Can you not ask him about what does it take

861  for that uhm::: (0.6) at han nøjes med
    for that uhm::: (0.6) that he settles for
    to uhm::: (0.6) that he settles for

862  at tage fat i det selvværd, (0.4) så det
to take hold in that selfworth, (0.4) so it
taking hold on that selfworth, (0.4) so it

863 ikke er en begrænsning ( ) (hele tiden.)
    not is a restriction ( ) (whole time_the.)
    not is a restriction ( ) (all the time.)

864  (1.7)

865 Cli: Det forstår han ikke.
    That understands he not.
    He does not understand that.

866  (0.8)

867 Coa: Det forstår han ikke.
    That understands he not.
    He does not understand that.

868 Cli: Nej det spørgsmål forstod han ikke.
    No that question understood he not.
    No that question he did not understand.
Appendix B

869 (0.6)

870 Coa: Nej
    No

871 (1.3)

872 Coa: Så hvad [skal der til
So what [must there to
To what does it take

873 Cli: [Fordi (jeg kunne høre ham sige det)
    [Because (I could hear him say it )

874 >fordi når du < siger det der det han hørte det
>because when you< say that there that he heard it
>because when you< say that he heard it

875 kunne jeg se. Altså
    could I see. PRT
    I could see. That is

876 Coa: Han hørte det
    He heard it

877 Cli: Ja
    Yes

878 (.)

879 Coa: Okay
    Okay

880 Coa: Så hvad skal der til
So what must there be
So what is needed

881 'for at han forstår det.'
    'for that he understands it.'
    'for him to understand it.'

882 (5.0)

883 Cli: >Jamen jeg jeg< tror j- jeg tror
    >Yes, but I I< think I- I think
    >Well I I< think I- I think

884 der skal et bevis til hvis jeg (3.0)
    there must a proof be if if I (3.0)
    there must be a proof if if I (3.0)

885 com: ((client is shaking her head))

886 Cli: Han vil simpelthen have mig til at vise
    He will simply have me to show
    He simply wants me to show

887 hvad det er jeg mener.
    what it is I mean.
    what I mean.

888 Coa: .mt Han vil have dig til at (.) vise (.)
    .mt He will have you to show (.)

97
He wants you to show
hvad det er du mener.

what it is you mean
what you mean

Client: Ja
Yes

Coach: Orb er et bevis?
And what must it be for a proof?
And what kind of proof must it be?

Client: Ja
Yes

Coach: Hvornår er han tilfreds?
When is he satisfied?

Client: Jam::
We::

Coach: Hvornår er han tilfreds?
When is he satisfied

Coach: Øk. Hvornår behøver han ikke behøver at lave så meget.
Okay. When does he not need to do so much

Coach: Øk. Hvornår behøver han ikke
Okay. ‘And <when> needs he not
Okay. ‘And <when> does he not need
at lave så meget.’
to do so much.’

Cli: Jamen hvis jeg dog kunne blive
Yes but if I though could become
Well if I could become
lidt mere selvhjulpen
a little more self-supported
a little more self-supported though
så ville han ikke behøve at lave så meget.
then would he not have_to toINF do so much.
then he would not have to do so much.

Coa: Okay [så hvis han ( ) ]
Okay [so if he ( ) ]

Cli: [så ville han kun ] behøve at være der
[then would he only] need to be there
[then he would only] need to be there
de gange hvor det var nødvendigt.
those times when it was necessary.

Coa: Ja
Yes

Cli: Så kunne han bare kunne nøjes med
Then could he just could settle for
Then he would just have to
at holde øje med mig i stedet for .hhh
to keep eye on me instead of to .hhh
to keep a eye on me instead of .hhh

Coa: “Okay”
“Okay”

Cli: Altså passe på mig i stedet for.
PRT look for me instead of.
That is look out for me instead.

Coa: Ja
Yes

(0.8)

Cli: Så kunne han nøjes med det.
Then could he settle for that.
Then he could just do that.
Lige nu der er han nødt til
Right now there is he needs to
Right now he has to
at være lidt indgribende altså nødt til a: t
be little intervening PRT needs to t:oINF
be a little intervening that is has t:o
Appendix B

930  Coa:  Ja  
  Yes

931  Cli:  Nødt til at være lidt mere oppe på dupperne. 
  Needs to be a little more on his toes 
  Has to be a little more on his toes

932  Coa:  ’Okay’. [Er ] det okay med dig? 
  ’Okay’. [Is ] that okay with you?

933  Cli:  [For ] [Because]
  (.)

934  Coa:  At han er lidt øh oppe på dupperne. 
  That he is a little uh on his toes.

935  Cli:  Ja det er [Jeg SYN]es det er fint nok=
  Yes that is [I THI]nk that is fine enough.=
  Yes that is [I THI]nk that is fine.=

937  Coa:  [Du ved ] 
  [You know]

938  Cli:  =at jeg skal bevise det altså 
  =that I must prove it PRT 
  =that I have to prove it that is

939  Coa:  ’r det fint nok du s[kal bevise det ] 
  ’s it fine enough you m[ust prove it ] 
  ’s it fine you have to prove it

940  Cli:  [Man kan ikke bare] 
  [One can not just] 
  You cannot just

941  bede om noget uden at bevise noget 
  ask for something without to prove something 
  ask for something without proving something

942  altså uden at ville give noget. 
  PRT without toINF want give something. 
  that is without wanting to give something.

943  Så det synes jeg er helt [fint. ] 
  So that think I is completly [fine. ]

944  Coa:  [O;ka;y] 
  [O;ka:y]

945  Coa:  Okay så det er fint.= 
  Okay so that is fine.=

946  Cli:  =Det er helt fint med mig. Ja, 
  =That is completely fine by me. Yes,

947  Coa:  Ja 
  Yes

948  Cli:  >Der skal der skal < Det er okay 
  >There must there must< It is okay 

949  at jeg også skal tage noget ansvar fra ham.
That I also must take some responsibility from him.

Han kan jo ikke klare det hele.
He can ADV not do it all.
He can not do it all you know

Coa: Nej okay.
No okay.

(0.5)

Coa: Så vi nu sidder her (1.0)
So we now sit here (1.0)
So now we sit here (1.0)

og [dit mål ] (1.1) går jeg ud fra=
and [your goal] (1.1) go I out from=
and [your goal] (1.1) I presume=

Cli: [hrhhhhh ]

Coa: =det er dit bevis,
=that is your proof,

(1.6)

At ø:h du vil tabe dig
That u:h you want lose weight
That u:h you want to lose weight

(1.1)

Cli: Ja
Yes

com: ((client is wiping her hand on her forehead looking down))

(0.6)

Coa: ´Ja´=
´Yes´=

Cli: =((sniff))

Coa: ´Hvornår kan han så være tilfreds´.
´When can he then be satisfied´.

(2.5)

Cli: .hhhh Han er tilfreds når jeg er på vej.=
 .hhhh He is satisfied when I am on way.=
 .hhhh He is satisfied when I am on the way.=

=Ha- han venter ikke på [at ] jeg når målet,
=He- he waits not on [that] I reach goal_the
=He- he does not wait till I reach the goal

Coa: [Han ]
[He ]

Cli: Han er sådan set tilfreds når jeg har .hhhh
He is so seen satisfied when I have .hhhh
He is actually satisfied when I have .h

når jeg er på vej.
when I am on way.
when I am on my way.

Coa: Kan det skyldes at han godt ved det
Can that cause_PASS that he well knows that
Can that be because he well knows that

som du sagde i går, (.)
which you said yesterday, (.)
which you said yesterday, (.)
da du forklarede mig det
when you told me it
when you told it to me

Coa: at når du er på vej (.)
that when you are on way (.)
that when you are on the way (.)
så når du også målet?
then reach you also goal_the?
then you also reach the goal?

Cli: !

Ja
Yes

Coa: Okay.
Okay.

Så det han vil for dig
So what he wants for you
So what he wants for you
det er at du skal i gang?
it is that you must in action?
it is that you must get into action?

Cli: !

Ja
Yes

Og han siger også men det nytter ikke noget
And he says also but it use not anything
And he also says but it is no good
du kommer med de samme undskyldninger en gang til.
you come with those same excuses one more to.
you come up with those same excuses one more time.

(1.3)
Coa: 'Okay'
'Okay'

(3.3)

Cli: Hvis ikke du gør det nu så lykkes det aldrig.
If not you do it now then succeed it never.
If you do not do it now then it will never succeed.

Coa: 'Okay'
'Okay'

(1.0)

Coa: Hvad siger du selv til det.

(5.0)

Coa: Han er der jo stadigvæk
He is there still
He is still there you know

(1.2)

Coa: Han er der jo stadigvæk
He is there still
He is still there you know

Cli: Ja men han har sat sig ned
Yes but he has sat himself down

og lovet at være afventende.
and promised to be waiting.

Coa: Ja:, Men han er der.
Yes:, But he is there.

Coa: Han er der ja.
He is there yes.

Coa: Ja,,

. snfft ((sniff))

(0.6)

Cli: Er risikoen for stor?
Is the risk too great?

(4.3)

Coa: Nej ikke andet end at øh
No not other than that uh
No not other than that uh

(4.3)

hhh at jeg jo ikke har ham
hhh that I not have him
hhh that I you know do not have him

at skyde skylden på hvis det er.
to shoot blame on if it is.
to blame if it is.

(4.3)
Appendix B

1013 Coa: Og du kan tage fat i ham igen, 
And you can grab hold on him again, 
And you can grab a hold on him again,

1014 Cli: Ja 
Yes

1015 (3.0)

1016 Cli: Ja det kan jeg. 
Yes, that can I. 
Yes, that I can.

1017 Coa: Er det ikke rigtig? 
Is that not correct?

1018 Cli: Jov 
Yeah

1019 Coa: *Ja. 
*Yes.

1020 (.)

1021 Coa: Så han er ikke smuttet fra dig. 
So he is not slipped from you. 
So he has not slipped away from you.

1022 Cli: Han er ikke smuttet [(helt væk) ] 
He is not slipped [(completely away)]
He has not slipped [(completely away)]

1023 Coa: [Det er ] vigtig 
[It is ] important

1024 at han ikke [er ] er smuttet fra dig. 
That he not [is ] is slipped from you. 
That he is is not slipped away from you.

1025 Cli: [Ja ] 
[Yes]

1026 Cli: Ja 
Yes

1027 (0.7)

1028 Coa: Jeg ved ikke om du kan spørge ham 
I know not whether you can ask him 
I do not know whether you can ask him

1029 om han vil love at blive der, (.) 
whether he will promise to stay there, (.)
whether he will promise to stay there, (.)

1030 men være afventende. 
but be waiting.

1031 (0.8)

1032 Coa: Hvis det er okay med dig. 
If it is okay with you.

104
1033 (3.0)

1034 Cli: Jeg vil simplethen spørge ham  
I will simply ask him  
I simply want to ask him

1035 om han ikke godt bare vil være der  
whether he not ADV just will be there  
whether he not just wants to be there

1036 og så .hhh være klar til at gribe ind  
and then .hhh be ready to toINF intervene  
and then .hhh be ready to intervene

1037 hvis han kan se det er ved at gå galt (.) men  
if he can see it is about to go wrong (. ) but

1038 ikke før (. ) eller hvis jeg beder ham om det.  
not sooner (. ) or if I ask him about it.

1039 Coa: "Okay"  
"Okay"

1040 (0.8)

1041 Cli: Hvis jeg selv står og siger hvad nuhh,  
If I myself stand and say what nowhh,  
If I stand saying what nowhh,

1042 Coa: Ja  
Yes

1043 Cli: Så skal han være der.  
Then must he be there.  
Then he must be there.

1044 (1.0)

1045 Coa: "Hvad siger han til det,"  
"What says he to that,"  
"What does he say to that,"

1046 (0.5)

1047 Cli: "*Men det det vil-* Ha- ha- han er heller ikke  
"But that that will-" He- he- he is either not  
"But that that will-" He- he- neither he is

1048 .hhh hundred f: hvad det her går ud på  
.hhh hundred f: what this here goes out about  
.hhh a hundred f: what this is all about

1049 så han siger han vil gerne prøve.  
so he says he will gladly try.  
so he says that he would like to try.

1050 Coa: Han vil gerne prøve.  
He will gladly try.  
He would like to try.

1051 Cli: Han ved ikke me- om det lykkes  
He knows not bu- whether it succeeds  
He does not know bu- whether it will succeed
men han vil gerne prøve.
but he will gladly try.
but he would like to try.

Coa: Okay.
Okay.

Cli: AT tage den rolle
To take that role

Coa: Er det ok med dig,
Is that ok with you,

Cli: Ja
Yes

(0.5)

Coa: 'Okay'
'Okay'

Cli: Man kan jo ikke (.) forpligtes
One can ADV not (. ) obligate_PASS
You cannot you know be obligated

ud over sinGEN evne
out over one’s ability
beyond your own capacity

man kan ikke love mere end man skal holde.
you cannot promise more than you must keep.

Coa: 'Nej. Okay'
'No. Okay'

Cli: S: så det synes jeg er fint nok.
S: so that think I is fine enough.
S: so I think that is good enough.

Bare han vil prøve.
Just he will try.
As long as he will try.

Coa: 'Okay'
'Okay'

(0.6)

Coa: Jeg synes du skal slå øjnene op igen=
I think you shall open eyes the up again=
I think you should open your eyes again

Cli: =Ja
=Yes

Coa: Kigge lidt ud i rummet
Look little out in room
Look a little out in the room

Cli: .hhh snft ((Sniff))

Coa: O::g ø:h Hanne Sofie hvad øh
A::nd e:h Hanne Sofie what eh
A::nd e:h Hanne Sofie what eh

1072
Dit telefonnummer bagfra hvad er det,
Your telephone_number backwards what is that,
Your telephone number backwards what is that,

1073
Coa: Årh::: ((dries eyes and shakes her head))
Orh:::

1074
(2.0)

1075
Cli: f:: N:ul Det kan jeg ikke. Nul fire fem
f:: Zero That can I not. Zero four five
f:: Zero I cannot do that. Zero four five

1076
syv (1.5) to s:eks fire [syv.
seven (1.5) two six four [seven.

1077
Com: [((Client turn head and
1078
looks at coach))

1079
(0.6)

1080
Coa: 'Okay'

1081
(0.8)

1082
Cli: Ja
Yes

1083
(0.8)

1084
Cli: Sfft ((sniff))

1085
Coa: Hvor mange vinduer er der (ved du det,)
How many windows are there (know you that,
How many windows are there (do you know that,)

1086
com [((coach looks towards the windows))

1087
(.)

1088
Coa: Hvor mange vinduer er der.
How many windows are there.

1089
Cli: Skal jeg kigge eller=
Shall I look or=

1090
Coa: =Ja=
=Yes=

1091
Cli: =skal jeg vide det.
=must I know it.

1092
Coa: (Nej) [() ()
(No)

1093
com: [client turns around in her chair

1094
Coa: ( )

1095
Cli: To fire seks ti
Two four six ten
Coa: Ti styk,=
    Ten pieces,=
    Ten

Cli: =Der er ti vinduer.
    =There are ten windows.

Coa: 'Ja'
    'Yes'

Cli: Ja
    Yes

(0.8)

Coa: Så er du ligesom ude af det der igen
    Then are you sort_of out of that there again
    Then you are sort of out of that again

[eller i hvert fald forsøgt på
or at least attempted on
or at least attempted

Cli: [.,hh

at komme [ud af den der:::
    toINF come [out of that there:::
    to snap out of that

Cli: [HHhhh

Coa: [Ja ]
    [Yes]

Coa: Skal vi prøve at komme videre.
    Should we try to come further.
    Should we try to proceed.

Cli: Ja
    Yes

(.

Coa: Godt nok. Sådan som jeg hører på dig
    Good enough. Such as I hear on you
    Okay. As I understand you

så har du accepteret
    then have you accepted
    then you have accepted

det her mål om jeg vil tabe mig.
    this here goal concerning I will lose me.
    this goal concerning I want to lose weight

Cli: Ja
    Yes
Appendix B

1116 Coa: E:h så jeg til slut vejer halvfjerds kilo,
E:h so I to end weigh seventy kilos

1117 Cli: Ja
Yes

1118 Coa: Det er ok at have den der [() djævel der,
It is ok to have that there [() devil there,
It is okay to have this devil there

1119 com: [((coach raises his
1120 hand and points to his shoulder))

1121 Coa: Han er lidt afventende [(lige nu) ]
He is little hesitant/wait-and-see [(just now) ]

1122 Cli: [Han er ikke]
[He is not ]

1123 nogen djævel mere.
any devil more.
a devil anymore.

1124 Coa: Han er en mand
He is a man

1125 Cli: Han er en mand
He is a man

1126 Coa: Okay

1127 Coa (Mm) det er ok at have den der mand [der ]=
(Mm) it is okay to have that there man [there]=
(Mm) it is okay to have this man there

1128 Cli: [Ja ]
[Yes ]

1129 Coa: =Han er lidt afventende[e ]
=He is little hesitant[t ]
=He is a little hesitant[t ]

1130 Cli: [J ]a
[Yes ]

1131 Coa: Han må ikke helt forsvinde
He must not completely disappear

1132 da han [lovet dig at blive)]
since he [promised you to stay] ]

1133 Cli: [Han har simplethen ]
[He has simply ]

laid carnival_suit_the.=Yes.
taken off the carnival suit. Yes.

1135 (0.4)

1136 Coa: Okay. Han har lagt karnevalsdragten [også.]
Okay. He has laid carnival_suit_the [also.]
Okay. He has also taken off the carnival suit.
Appendix B

1137 Cli: [Ja ] det
[Yes ] That
[Yes ]

1138 har han.
has he.
he has.

1139 Coa: Ja. Okay.
Yes. Okay.

1140 Cli: Han har lovøt at lade være med
He has promised to abstain from
He has promised to abstain from

1141 at være så truede.
to be so threatening.
being so threatening.

1142 [Han- ](. ) Han er ikke nær så farlig.
[He- ](. ) He is not nearly as dangerous.

1143 Coa: [Ja ]
[Yes ]

1144 Coa: Nej. Okay.
No. Okay.

1145 (. )

1146 Coa: .mt Så: hvornår (. ) vil du gerne tabe dig?=
 .mt So: when (. ) will you gladly lose you?=
 .mt So: when (. ) would you like to lose weight=

1147 =Hvornår skal du bevise overfor dig selv
=When must you prove towards you self
=When must you prove towards yourself

1148 [og overfor ham ]
[and overfor him]
[and towards him]

1149 Cli: [fht sft ] krh khrm:

1150 Coa: at det her mål det er nået?
that this here goal it is reached?
that this goal it is reached?

1151 Cli: .hhh Jamen ø::h i stedet for at sætte en dato for
 .hhh Yes but e::h instead of to set a date for
 .hhh Well e::h instead of setting a date for

1152 hvornår jeg har nået de halvfjerds kilo, (1.0)=
when I have reached the sventy kilos, (1.0)=
when I have reached sventy kilos, (1.0)=

1153 plus minus to (0.8) så vil jeg hellere sige
plus minus two (0.8) then will I rather say
plus minus two (0.8) then I would rather say

1154 at der må:: ø::h
that there can:: e::h
Det skal nemlig ikke gå hurtigt
It must namely not go fast

Det skal ikke- Det skal være ægte.
(as with ) It must not- It must be real.

Og hva- v vi har maj måned nu
And wha- w we have May month now
And wha- w we have May now

Jamen æ:::h Det er:::
Yes but e:::h It is:::
Well e:::h It is:::

Inden Sommerferien næste år.
before summer_vacation_the next year.
before the summer vacation next year.

Inden Sommerferien næste år.
Before summer_vacation_the next year.
before the summer vacation next year.

((coach writes as he repeats))

Ja
Yes

Og hvornår=
And when=

=Halvdelen [inden jul ]
=half_part_the [before Christmas]
=half before Christmas

[Hvornår er ]det Sommerferie?
[When is ]it summer_vacation?
When is it summer_vacation?

Halvdelen inden første december
Half_part_the before first December
Half before the first of December

og den anden halvdel inden første juni
and the other half_part before first June
and the other half before the first of June

Halvdelen (3.1) ø:::[h ja ]
Half_part_the (3.1) u:::[h yes ]
Half (3.1) u::h yes

[Så hvad] er det
[So what] is that
1175  Com:  ((coach is writing during silence))

1176  (0.9)

1177  Cli:  Så det vil si::ge ø::h (0.4) hvad=  
So that will sa::y u::h (0.4) what= 

1178  Vi kan også sige et tal i stedet f-  
We can also say a number instead b-

1179  Det er nok bedre fordi hvad er halvdelen.  
It is probably better because what is half_part_the 
It is probably better because what is half 

1180  Coa:  Ja det vil jeg så også spørge [om ] men=  
Yes that will I then also ask [about] but=
Yes that would I also ask about then but=

1181  Cli:  [.sft ]

1182  Coa:  =men [det bestemmer du jo ]  
=but [that decide you ADV ]
=but that you decide you know

1183  Cli:  [Jeg vil meget hellere] sætte et tal på  
[I will much rather ] put a number on
I would much rather put a number on it

1184  Coa:  Ja  
Yes

1185  (1.8)

1186  Cli:  .mt Jeg vil sige at  
.mt I will say that

1187  øh det er::: *øh maks otteoghalvfjerds  
eh it is::: *eh max eight_and_seventy
eh it is::: *eh max seventy_eight

1188  før den første december,  
before the first December,
before the first to December

1189  Coa:  maks (.) otteoghalvfjerds kilo  
max (.) eight_and_seventy kilos
max (.) seventy_eight kilos

1190  (1.8)

1191  f: pr: [før]ste december  
b: per: [fir]st December

1192  Cli:  [Ja ]  
[Yes]

1193  (.)

1194  Coa:  [Totusind ogsyv?  
[Two thousand] and seven?

1195  Cli:  [O::g ]  
[A::nd ]
1196  Cli:  Ja
    Yes
1197  Coa:  Ja
    Yes
1198  Cli:  Og endeligt mål ø::h .hhh [i ]
    And final goal e::h .hhh [in ]
1199  Coa:  [og ] ((coach writes))
    [and]
1200   (1.0)
1201  Cli:  Det er så de halvfjerds plus minus two.
    That is then the seventy plus minus two.
    *Yes. =Seventy plus minus two?
1203   (1.5) ((coach stops writing and looks up after (0.8)))
1204  Cli:  Første (.) juni totusindogotte
    First (.) June two_thousand_and_eight
    The first (.) of June two thousand and eight
1205  Coa:  <Første> (.) juni (.) <totusind> (.) ´otte¨
    <First> (.) June (.) <two_thousand> (.) ´eight¨
    <The first> (.) of June (.) <two thousand> (.) eight
1206   (1.3)
1207  Cli:  For så kan jeg overskue det.
    For then can I oversee it
    Because then I can cope with it
1208   (0.5)
1209  Coa:  Det vil sige når du siger du kan overskue det
    That will say when you say you can oversee it
    That means when you say you can cope with it
1210  Cli:  Ja. Så er det et realistisk mål.
    Yes. Then is it a realistic goal.
    Yes. Then it is a realistic goal.
1211  Coa:  Ja
    Yes
1212   (0.5)
1213  Cli:  Der sidder et et lille håb inde (.) om
    There sits a a little hope inside (.) about
    There is a little hope inside (.)
1215  Cli:  at (.) det er begge dele til den første december.
    that (.) it is both parts to the first December
    that (.) it is both to the first of December
Cea: 'Ja'
    'Yes'

Cli: men det e-
    but it i-

    (1.0)

com ((during silence client raises her hand
    and points at her left shoulder))

Cli: Han råder mig til ()
    He advises me to ()

Cea: 'Ja'
    'Yes'

Cli: at dele den op i to.
    toINF split it up in two.
    split it in two

Cea ('ja')
    ('Yes')

Cli: Ja
    Yes

Cea: Er det okay med dig,=
    Is that okay with you,=

Cli: =‘ar det er fint.
    ='eah it is fine.

Cea: 'Okay'
    'Okay'

Cli: Ja
    'Yes'

    (1.7)

com: ((Coach turns around and looks at clock on the
    wall))

Cli: .hhh[ts::               ]

Cea: [Hvad siger du til ] at vi fortsætter
    [What say you to ] that we continue
    [What would you say] if we continue

Cli: .hhhhhh

Cea: og så måske tager mig i:: [hele tid i  mor]gen=
    and then perhaps take me in:: [whole time tomorrow]row=
    and then perhaps take me the whole time tomorrow=

Cli: [længere tid    ]
    [longer time     ]

Cli: =Det er fint.
    =That is fine.

Cea: For jeg synes det er synd at stoppe her.

114
Because I think is is a shame to stop here

1241 Cli: Ja det er [fint ]
Yes that is [fine ]

1242 Coa: [Vi vi er ] i gang me::d
[We we are] in process wi::th
[We we are] doing

1243 æ:h noget som du brænder for=
e:h something which you burn for=
e:h something which you are enthusiastic about

1244 Cli: =Ja
=Yes

1245 Coa: Kan jeg mærke på dig [(ik) ]
Can I sense in you [(right)]
Can I sense in you (right)

1246 Cli: [khr ] Ja
[khr ] Yes

1247 Coa: Og jeg synes æ:h .hhhh æ::h at-
And I think e::h .hhhh e:::h that-

1248 Noget som du skal bevise den her gang
Something which you must prove this here time
Something which you must prove this time

1249 overfor dig selv, [og ] overfor din ven der.
towards yourself, [and] towards your friend there.

1250 Cli: [Ja ]
[Yes]

1251 (0.6)

1252 Coa: Ø:hm:: (. ) Ja.
U:hm:: (. ) Yes

1253 Cli: Ja det er [fint med mig. ] Ja
Yes it is [fine by me. ] Yes

1254 Coa: ['Er det okay”, ]
['Is that okay”,]

1255 (1.0)

1256 Coa: Ø:hm:: (. ) Ja.
U:hm:: (. ) Yes

1257 (. )

1258 Coa: Men så har du det her mål.
But then have you this here goal.
But then you have this goal.

1259 Cli: Ja
Yes

1260 (1.0)
Appendix B

1261 Coa: (Prøv lige at fornemme)
      (Try just to sense )
      (Just try to sense )

1262 første juni (1.1) totusindogotte
      first June (1.1) two thousand and eight
      the first of June (1.1) two thousand and eight

1263 (1.8)

1264 Cli: <Det er simplethen skønt>.
      <That is simply marvelous>.

1265 (1.6)

1266 Coa: Ja
      Yes

1267 Cli: Det er simplethen skønt
      That is simply marvelous

1268 Coa: (Og hvordan er [det]. Hvor hvor er du ] henne?
      (And how is [it ]. Where where are you] at?

1269 Cli: [Der vil jeg gerne ]
      [There will I gladly ]
      [There I would like to ]

1270 (1.1)

1271 Cli: Jamen hhhhh ((shakes her head))
      Yes but hhhhh
      Well hhhhh

1272 (0.8)

1273 Cli: Jeg er på arbejde. Jeg er i weekend
      I am at work. I am in weekend
      I am at work. I am in the weekends

1274 Jeg er simplethen .hhh Jeg er simplethen
      I am simply .hhh I am simply
      I am simply .hhh I am simply

1275 over det hele fordi jeg har bare så'n energi
      over it all because I have just such energy
      all over because I just have such energy

1276 at j- så jeg kan være over det hele.
      that I- so I can be over it all.
      that I- so I can be everywhere.

1277 Coa: Du kan være over det hele.
      You can be over it all.
      You can be all over.

1278 Cli: Jeg er simplethen ikke kun et sted af gangen.
      I am simply not just one place at time_the.
      I am simply not just one place at the time.

1279 Jeg kan simplethen magte både at .hhh være hjemme
      I can simply cope both to .hhh be home
      I am simply capable of both .hhh being home
og på arbejde og på golfbanen
and on job and on golf course
and on the job and on the golf course

1281 Coa: Okay=
Okay=

1282 Cli: =planlægge. Ja
=plan. Yes
to plan. Yes

1283 (0.9)

1284 Coa: Hvad går dine tanker på?
What goes your thoughts on?
What do your thoughts revolve around?

1285 (1.5)

1286 Cli: .mt De går på at jeg ikke behøver
.mt They go on that I not need
.mt They revolve around that I do not need

1287 at tænke på den skide vægt.
to think on that shitty weight
to think about that bloody weight

1288 Coa: 'Okay'
'Okay'

1289 Cli: At det er derfor jeg kan overse alt det andet.
That it is therefore I can oversee all that other.
That it is why I can cope with everything else

1290 Coa: 'Ja'
'Yes'

1291 Cli: Det er (.). jo femoghalvfems procent af min
That is (.). ADV fiveandfifty percent of my
That is (.). you know fiftyfive percent of my

1292 tankevirk- underbevidste tankevirk[somhed]
thought acti- subconscious thought acti[vity ]
thought acti- subconscious thought activity

1293 Coa: [Mh::: ]

1294 Cli: >der kan< bruges til noget
>which can< used to something
>which can< used on something

1295 <helt helt > andet.
<completely completely> different.
completely different.

1296 Coa: Hvad siger manden på venstre skulder
What says man_the on left shoulder
What says the man on the left shoulder

1297 der sidder der 'og har smidt karnevalsdragten'.
which sits there 'and have layed carnival_suit_the'.
which sits there 'and has layed down the carnival suit'.
1298 (3.0)

1299 Cli: Jamen han er sådan set
Yes but he is
Well he is to a certain extent

1300 .hhhh >han sådan set< lidt tilfreds
hhhh >he < a little satisfied
hhhh >he to a certain extent< a little satisfied

1301 Han er også lidt ærgerlig over at (.)=
He is also little vexed about that (.)=
He is also a little vexed that (.)=

1302 at jeg kunne klare mig så meget selv.
That I could manage me so much self.
That I could manage so much on my own.

1303 Coa: Okay,
Okay,

1304 Cli: Han er lid- Det er han lidt ærgerlig over.
He is lit- That is he little vexed about.
He is lit- That is he a little vexed about.

1305 Coa: Ja
Yes

1306 (1.1)

1307 Coa: Så spørg lige::: ham om
So ask just::: him about
So ask just::: him

1308 hvad han har lært af det,
what he has learned of that,
what he has learned from that,

1309 (3.9)

1310 Cli: Ja::
Yes::

1311 (1.3)

1312 Cli: Han har nok lært at: (1.8)
He has probably learned that: (1.8)

1313 Coa: Er det ham der svarer
Is it him who answers

1314 eller er det Hannesofie der [svarer ]
or is it Hannesofie who [answers]

1315 Cli: [Ja:: ]
[Yes:: ]

1316 (1.2)

1317 Cli: Hvad svarer han lige nu
What answers he right now
What does he answer right now
(1.7)

com: ((Client shakes her head))

Coa: Vi er ved den første januar
We are at the first January
We are at the first of January

[eller første juni totusind ogotte
or the first of June twothousand and eight

Cli: [Første januar næste år ]
The first of January next year

Coa: (Du har tabt [dig)
(You have lost [you)
(You have lost weight)

Cli: [Jum- h- h- han sidder og spørger
[Yes _h- h- he sits and asks
[Yes we _h- h- he is asking

hvad han så skal hjælpe mig med.
what he then must help me with.
what he then should help me do.

Coa: 'Okay;'
'Okay;'

Clim: Hvad mit næste mål er.
What my next goal is.

Coa: O:kay.
O:kay.

(1.3)

Clim: Det gør han.
That does he.
That is what he does.

Coa: Så han er klar til næste mål nu=
So he is ready for next goal now=
So he is ready for the next goal now=

Clim: =Ja det er han faktisk.
=Yes that is he actually.
=Yes he actually is.

(0.7)

Coa: Han er:::
He is:::

Clim: Nu ka- nu kan han [holde ]
Now ca- now can he [hold ]
Now ca- now he can hold

Coa: [Han har ] respekt så,
[He has ] respect then,
Appendix B

1338  Cli:  Ja:: nu  kan han nøjes med at støtte
Yes:: now can he settle for to support
Yes:: now  he can settle for supporting

1339  fordi  vi kan ligeså godt sætte et nyt så.
Because we can just_as well set  a new then.
Because we can just as well set a new one then.

1340  Coa:  Okay
Okay

1341  Cli:  Det kunne vi jo egentlig ligeså godt.
That could we ADV actually just_as well.
That could we actually just as well you know.

1342  Coa:  O\'kay
O\'kay

1343  Cli:  .mt Det kunne vi  lige[så godt.]
.mt That could we just_[as well.]
.mt That could we just [as well.]

1344  Coa:  [Så han ]er klar.
[So he ]is ready.

1345  Cli:  Ja. [Han er klar]
Yes.[He is ready]

1346  Coa:  [Tror han på] den?
[Believes he in] it?
Does he believe in it?

1347  Cli:  Det gør han faktisk.
That does he actually.
He actually does.

1348  (1.8)

1349  Cli:  Det gør han faktisk.
That does he actually.
He actually does.

1350  Coa:  [Så de:t ]
[So that: ]

1351  Cli:  [Fordi:: ] når jeg kunne det her
[Because::] when I could this here
Because:: when I could do this

1352  Coa  Ja
Yes

1353  (1.4)

1354  Cli:  så ø:::h hff:::
then u:::h hff:::
then u:::h hff:::

1355  [kan jeg vel også det andet ]
[can I surely also that other]  
[I surely also can that other   ]

1356  Coa:  [Og og det her det er ]realistisk,
And and this here this is realistic,
And and this this is realistic,

Du har gjort det før.
You have done it before.

[Det vil sige at hvis du kommer dertil nu]
[That will say that if you come there now]
[That means if you come there now]

Cli: [.mt]

Cli: Ja
Yes

(0.9)

Coa: så ø:h (0.3) så åbner (.)[det] hele sig.
then u:h (0.3) then open (.)[it] all itself.
then u:h (0.3) then everything (.)[.] opens

Cli: [Ja]
[Yes]

Coa: [Så kan du gøre] hvad du vil,=
[Then can you do ] what you want,=
[Then you can do ] what you want,=

Cli: [Ja det gør det ]
[Yes it does that]

Cli: =Ja.
=Yes.

(1.4)

Cli: Det kan jeg.
That can I.
I can that.

Coa: Er det værd at gå efter=
Is that worth to go after=
Is that worth pursuing=

Cli: =<Absolut værd> at gå efter.
=<Absolutely worth> to go after
=<Absolutely worth> pursuing

Coa: ’Okay’
’Okay’

(1.0)

Cli: Også fordi jeg kan jeg kan virkelig stå i den der
Also because I can I can really stand in that there
Also because I can I can really stand in that

.hhh lidt onde og sige haha
.hhh little evil and say haha
.hhh a little evil and say haha

hvad sagde jeg til hele verden.
what said I to whole world.
what did I tell you to the whole world.
Coa: m

Cli: .sft ((sniff)) Selvfølgelig kunne jeg godt .sft ((sniff)) Of course could I well .sft ((sniff)) Of course I could do it

når bare jeg ville.
when just I would.
if I wanted to.

Coa: m

Cli: Jeg har åbenbart bare ikke villet nok.
I have apparently just not wanted enough.
Apparently I just did not want it enough.

Men det ville jeg jo så den her gang.
But that would I ADV then this here time.
But that I would you know this time.

Coa: Når du nu har bevist for den der
When you now have proved for that there
When you then have proved towards that

første juni totusindogotte
first June two thousand and eight
the first of June two thousand and eight

at du kan det her. Du kan sætte nogle mål
that you can this here. You can set some goals
that you can do this. You can set goals

og du kan følge dem.
and you can follow them.

Hvem er du så.
Who are you then.

Cli: hhhhh

(3.0)

Cli: Jamen jamen så er jeg hende
Yes but yes but then am I her
Well well then I am her

hvor hvor (.). Så så er jeg (.).
where where (.). Then then am I (.).
where where (.). Then then I am (.)

Cli: .hhh Så er jeg kom bare an?
.hhh Then am I come just on ((idiom))
.hhh Then I am challenge me

Coa: Kom bare an.
Come just on.
Challenge me.

Cli: Ja
Yes

1396 Coa: "Okay"
    "Okay"

1397 (0.7)

1398 Cli: Det er jeg. =Så er jeg !kom bare an,
    That am I. =then am I !come just on,
    That I am. =Then I am challenge me,

1399 Coa: "Okay"
    "Okay"

1400 Cli: fordi æ::h .hhh
    because e::h .hhh

1401 Coa: Så det vil sige [de der æh
    So that will say [those there eh
    So that means those

1402 Cli: [Jeg skal nok sige fra
    [I shall enough say from
    [I will say no

1403 hvis ikke jeg kan.
    if not I can.
    If I cannot

1404 Coa: Ja=
    Yes=

1405 Cli: =Og hvis jeg kan så::: .hhh jeg er realist,
    =and if I can then::: .hhh I: I am realist,
    =and if I can then::: .hhh I: I am being realistic,

1406 Jeg ved det kan lade sig gøre
    I know it can let itself do
    I know it can be done

1407 eller ikke kan lade sig gøre.
    or not can let itself do
    or cannot be done

1408 Og hvis ikke jeg kan så .hhh jeg tager det
    And if not I can then .hhh I take it
    And if I cannot then .hhh I only take it

1409 kun på hvis jeg selv tror på det.
    only on if I myself believe on it.
    on if I believe in it

1410 Coa: 'Ja'
    'Yes'

1411 Cli: Jeg sætter mig ikke et mål
    I set me not a goal
    I do not set a goal

1412 som jeg ikke selv [tror ] på.
    which I not self [believe] on.
    Which I do not myself believe in.

1413 Coa: [m ]
Coa: Hvornår havde du sidst
When had you last
When did you last

den der følelse af kom bare an
that there feeling of come just on
have that feeling of challenge me

Cli: .mt .hhsft
(2.0)

Cli: Hvornår jeg sidst havde den.
When I last had it

Coa: Ja
Yes

Cli: .hhhh hhhhh

Coa: (Hvordan du [ ])
(How you [ ])

Cli: [Det det ] havde jeg ø::h fo:r
[That that] had I u::h fo:r
That I had it u::h for

>det er vel< en måneds tid siden.
>it is well< a month time ago
>it is I guess< a month ago

Cli: .hhh Hvor jeg skulle have e:n undervisningsession.
hhh Where I should have a teaching_session
hhh When I had to do a teaching session

som jeg var vildt nervøs for
which I was wildly nervous about
which I was extremely nervous about

fordi jeg vidste ikke om det var det rigtige
because I knew not whether it was the right
because I did not know whether it was right

og om (.). jeg ville blive hylet ud af den.
and whether (.). I would become ((idiom))
and whether (.). I would be thrown off balance.

Altså om det var godt nok det her.
PRT whether it was good enough this here.
That is whether it was okay this

Cli: .hhhh og pf:::: Jeg synes der var stillet.
hhhh og pf:::: I think there were asked
hhhh og pf:::: I felt

mange spørgsmål ved det jeg gjorde.
many questions ADV that I did.
what I did had been questioned.

Men (.). hvor jeg kunne mærke en stor tilfredshed.
But (.). where I could feel a great satisfaction
But (.). I could feel a great satisfaction
da dagen var gået.
when day_the was gone.
when the day had gone.

Coa: Okay
Okay

Cli: Da havde jeg sidst den fornemmelse der.
Then had I last that sense there
Then I had that sense

Coa: Så du har altså den der kom bare an
So you have PRT that there come just on
So you do have that sense

jeg kan altså [godt ø::h ]
I can PRT [good u::h ]
I can do this

Cli: [Ja det har jeg]
[Yes that have I ]

Cli: Derefter der kunne de komme
After that they could come

med hvad som helst.=
with ((DK idiom)).
with anything.

Coa: =Okay
Okay

Cli: Den dag der.
That day there.
That day.

Coa: Okay
Okay

Cli: Der havde jeg det sådan hvor er det næste hold
There had I it like that where is the next group
There I had it like that where is the next group

Com: ((Client looks around the room imitating looking for the next group))

Coa: Ja
Yes

Cli: Hvem har lyst til
Who have want to
Who wants to

at [.hhh] komme igennem vridemaskinen.
to [.hhh] come through wringer_the
to [.hhh] come through the wringer

Coa: [Ja ]
[Yes ]
[Jeg] skal nok være der.
[I ] must well be there.
[I ] will be there.

Coa: [Ja ]
[Yes]

Coa: Hvad var det du gjorde der?
What was it you did there?
What was it you did back then?

(0.6)

com: ((coach change position in his chair))

Coa: For at få den der følelse.
To get that feeling.
To get that feeling.

Coa: Du stod jo i en situation hvor du skulle til
You stood ADV in a situation where you had to
You stood in a situation you know where you had to

at opfylde et eller andet mål
toINF fulfil one or other goal
fulfil some goal

som der måske var lidt svært?
which there maybe was little difficult?
which maybe was a little difficult?

Coa: [Hvordan gjorde]
[How did ]

Cli: [Jeg forberedte] mig helt vildt.
[I prepared ] myself completely crazy.
[I prepared ] myself extremely

(0.3)

Coa: Økay

O'kay

Cl: Jeg planlagde (.) ned i mindste detalje.
I planned (.) down in last detail.
I planned (.) down to the last detail.

Coa: Okay.

Cl: Jeg æ:::h kunne tingene udenad stort set.
I e:::h could things the by_heart
I e:::h could things by heart generally speaking.

Jeg havde f:: Jeg havde (1.7) lavet en risikoanalyse
I had f:: I had (1.7) made a risk_analysis
I had f:: I had (1.7) made a risk analysis

så stor så stor så stor.
so big so big so big.

Coa: Ja [okay ]
Yes [okay ]
Cli: [Inde ] i mit hovede (.) om
[Inside] in my head (.) concerning

hvif nu de gør det så det hvis de gør det
if now they do this then this if they do that

Jeg havde .hhh syvogtyve plan B’er
I had .hhh sevenandtwenty plan B’s
I had .hhh twentyseven plan B’s

Coa: ’Okay’
’Okay’

(0.5)

Coa: Hva::: vil den evne [(du har her ) ]=
Wha::: would that ability [(you have here) ]=

Cli: [.shhhft ((sniff))] 

Cli: =Ja=
=Yes=

Coa: =kan den bruges i denne her sammenhæng?
=can it used in this here connection?
=can it be used in this connection?

Cli: Ja det kan den faktisk godt.
Yes that can it actually well.
Yes actually it can.

Coa: Planlægning i detaljer.
Planning in details.

Cli: Planlægning i detaljer og så ø:::h (0.7) have
Planning in details and then u:::h (0.7) having

Cli: en plan for hvad jeg vil gøre når det går galt.
a plan for what I will do when it goes wrong.

(1.3) ((coach writing))

Coa: Planlægning (2.0) i detaljer, ’æ:::h ja’
Planning (2.0) in details, ’e:::h yes’

(0.7) ((Coach i writning))

Coa: Og så siger du en plan for
And then say you a plan for
And then you say a plan for

Cli: .hhhh og så simplethen [en altså]=
.hhhh and then simply [a PRT ]=
.hhhh and then simply a that is=

Coa: [plan B ]
[plan B ]

Coa: =en risikoanalyse simplethen
=a risk_analysis simply
=a risk analysis that is

Coa: Risikoanalyse.
Risk_analysis.

127
Risiko analyse.

1490 Cli: K- >sådan< en projektverden jeg har det,=
K- >such< a project world I have that,=
K- >such< a project world I have that,=

1491 Coa: =<risiko> (0.5) analyse ((coach is writing))
= <risk> (0.5) analysis

1492 Cli: Ja. Og de- risikoanalysen der vil jeg simp-
Yes. And the risk analysis there will I simp-
Yes. And the risk analysis there I will I simp-

1493 Jeg vil simplethen gå ind og lave risikoanalysen
I will simply go in and do the risk analysis
I will simply do the risk analysis

1494 som vi gør i i .hh hvor man går ind og siger
as we do in in .hh where one goes in and say
as we do in in .hh where you say

1495 der er forskellige=Man kan afbryde
there are different=One can abandon
there are different=You can abandon

1496 og forebygge .hh[hh ] fjerne hindringer
and avert .hh[hh ] remove obstacles
and avert .hhhh remove obstacles

1497 Coa: [okay]
[okay]

1498 Cli: og man kan lave en plan B.=
and one can make a plan B.=
and you can make a plan B.=

1499 Coa: =Okay
=Okay

1500 (0.7)

1501 Cli: >Sådan [så jeg ikke< først skal] til at finde ud
>ADV [so I not< first must] to toINF find out
So that I must not first figure it out

1502 Coa: [S::å:::
[S::o:::

1503 af det når jeg er gået galt.
of it when I am gone wrong.
when I have gone wrong.

1504 Coa: Jarh
Yeah

1505 (.)

1506 Coa: O[kay]
O[kay]

1507 Cli: [Så ] skal jeg ikke først sige
[So ] must I not first say
[So ] I must not first say
så går jeg bare ind og siger then go I just in and say then I will look it up and say
hvad var det jeg skrev, what was it I wrote, what was it I wrote,

(.)
Coa: Ja Yes
Cli: at jeg ville gøre hvis det her skete. that I would do it this here happened. that I would do it this happened.
Coa: Ja Yes
(0.6)
Cli: Og andre ting har jeg gjort And other things have I done And other things I have done
for at de slet ikke kom til at ske. for that they not came to happen. so that they not at all came to happen.
Coa: Ja. Så risikoanalysen er det egentlig Yes. So risk analysis is that actually Yes. So the risk analysis is that actually
to afdække forhindringer? to uncover obstacles?
Cli: Ja det er det. Yes it is that.
Coa: °Okay.° "Okay."
Cli: Det er at gå ind o- Det er at sætte mig ned .hhhh It is to go in a- It is to set myself down .hhhh
It is to go in a- It is to set myself down .hhhh
og finde ud af alt hvad der kan gå galt.= and find out of everything what there can go wrong.= and find out everything which can go wrong.=
=Alt hvad der kan forhindre mig i =Everything what there can prevent me in =Everything which can prevent me from
at det her det skal lykkes. that this here it will succeed. succeeding.
Okay

And then (1.5) pure schematically=

then have I probability and consequence

and then multiply I out and then can I rate them

and then I can say

what I then will do about them.

So when you have this plan

and it eh and you have spend the time on that,

So when you have this here plan

and it eh and you have spend time the on that,

You have a structure

and you have it all,

((Draws a square in the air with her hands))

({(Client nodding)})

what can then go wrong?
Appendix B

1545 (2.2)

1546 Cli: [.mt .hh Der ka- Der kan ikke [.mt .hh There ca- There can not [.mt .hh There ca- Nothing can

1547 com: [Client shakes her head

1548 Cli: gå noget galt så. go anything wrong then. go wrong then.

1549 Coa: ‘O;Kay’ ‘O;Kay’

1550 Cli: Det kan der jo sådan set ikke. That can there ADV so seen not. There actually cannot you know.

1551 Coa: Så det er det der skal til, So that is that there must to, So that is what it takes,

1552 Cli: Ja. Det er det der skal til. Yes. that is that there must to. Yes. that is what it takes.

1553 Coa: Ja Yes

1554 Cli: At at det bliver et projekt for mig. That that it becomes a project for me. That that it will become a project for me.

1555 Coa: Ja Yes

1556 (1.2)

1557 Coa: Så de- (.). Så det du siger Then ther- (.). So that you say Then ther- (.). So what you are saying

1558 der er ikke noget der kan forhindre det (0.2) there is not anything that can prevent it (0.2) there is not anything that can prevent it (0.2)

1559 hvis [du ] har den her plan,= if [you ] have this here plan,= if you have this plan,=

1560 Cli: [*ja*] [*yes*]

1561 Cli: =”.hja” =”.hyes”

1562 (0.5)

1563 Coa: detaljeret (0.3) risikoanalyse. detailed (0.3) risk_analysis. detailed (0.3) risk analysis

1564 Cli: *Nej (.). Så kan der i hvert fald
*No. (.) Then can there in any case
*No. (.) Then there is in any case

1565

ikke være nogle ting som er står i min magt
not be any things which is stand in my power
nothing which is in my power

1566

der forh--Der kan komme sygdom dødsfald
(.) there prev--There can come illness deaths
(.) there prev--There can be illness deaths

1567

der kan komme (nogle (  ))
there can come (some (  ))
there can be (some (  ))

1568 Coa: Det er noget andet
That is something else

1569 Cli: Fuldstændi[g
Completel[y

1570 Coa: [Der er
[There is
There is

1571 [ikke noget der står i din] magt.
[not anything there stands in your] power.
nothing within your power.

1572 Cli: [Der er IKKE noget hos mig ]
[There is NOT anything in me ]

1573 Cli: Nej
No

1574 (1.2)

1575 Coa: Okay
Okay

1576 Cli: Det er der ikke
That is there not
That there is not

1577 (1.2)

1578 Coa: Hvad med ham ø::h
What about him u::h
What about him u::h

1579 manden der [er han OK? ]
man the there [is he OK? ]
the man there is he OK?

1580 Cli: [.sfft ((sniff)) Han] er s:::
 [.sfft ((sniff)) He] is s:::

1581 Han er fuld- fst Jeg tror han er faldet i søvn,
He is com- fst I think he is fallen a sleep,
He is com- fst I think he is fallen asleep,

1582 (1.5)

1583 com: ((during silence coach does a wave at the man

132
on the left shoulder)

Coa: Ham vækker vi ikke.
     Him wake we not.
     We won’t wake him.

     No. I think he lies there_back.
     No. I think he lies back there.

Han er .hhh[h
He is .hhh[h
He is .hhhh

Coa: [Han er der
     [He is there

Cli: Han er der.
     He is there.
     He is there.

Han har [simplethen sat] sig til at vente.
He has [simly sat] himself to toINF wait
He is simply waiting

Coa: [(Han er der) ]
     [(He is there) ]

Cli: Ja
     Yes

Coa: Yes
     Yes

(0.9)

Cli: Han har slet ikke siddet der de sidste
     He has ADV not sitting there the last
     He has not been sitting there at all the last

Coa: Nej
     No

Cli: [syv ] minutter
     [seven] minutes

Coa: [S:å: ]: [HanneSofie? (1.5) Du vil
     [S:o: ]: [HanneSofie? (1.5) you will
     [S:o: ]: [HanneSofie? (1.5) you want to

      gerne tabe dig.
      gladly lose you.
      lose weight.

Cli: Ja
     Yes

(0.5)

Coa: Det virker på mig (.) som om det her
     It seems to me (.) like this here
     It seems to me (.) like this

det er et [mål ] du gerne vil.
this is a [goal] you gladly will.
this is a [goal] you really want.

1604 Cli: [he ]

1605 Cli: Ja
Yes

1606 Coa: Det virker på mig som om at du
It seems on me like that you
It seems to me that you

1607 har faktisk de ressourcer der skal til.
have actually the resources there must to. 
actually have the resources it takes

1608 Cli: [Ja ]
[Yes]

Coa: En helt ny situation hvor du ikke behøver
A completely new situation where you not need
A completely new situation where you do not need

1609 andre der skal kontrollere dig og alt det
others who must control you and all that

1610 Cli: [Ja ]
[Yes]

you now have[talk]ed about.
you have talked about now.

1612 [Ja ]
[Yes ]

1613 (0.5)

1614 Coa: E: det er nærværende for dig
E: it is present for you
E: it is present for you

1615 sådan lyder det på mig=
PRT sounds it on me=
that is how it sounds to me=

1616 Cli: Ja
Yes

1617 Coa: Så: hvad skal det til?
So what must it to?
So what does it take?

1618 (. )

1619 Coa: Ø: hvad er første skridt?
U: hvad is first step?
U: hvad is the first step?

1620 Hvad skal du gøre nu?
What must you do now?
What must you do now?
At ø::h jeg er her på (.) kursus og
That e::h I am here on (.) seminar and
That e::h I am on (.) seminar and

.hhh i aften når jeg kommer hjem
.hhh to night when I come home
.hhh tonight when I arrive home

så er der ikke nogen hjemme i huset,
then is there not anyone home in house
then there is noone home in the house,

så er der ikke nogen hjemme i huset,
then is there not anyone home in house
then there is noone home in the house,

(0.2)

Når jeg kommer hjem til min søster der.
When I come home to my sister there
When I arrive home to my sisters

(0.3)

Så jeg kan jo sådan sætte mig
So I can ADV ADV set myself
So I can that is sit down

og lave den plan.
and make the plan.
and make the plan you know.

Jeg havde egentlig regnet med nogle andre ting
I had actually counted with some other things
I had actually counted on some other things

jeg ville lave i aften ø:hh i forhold til
I would do to night u:hh in relation to
I would do tonight u:hh in relation to

at skrive noget af det her ren men .hh jeg
toINF write some of this here clean but .hh I
writing some of this down but .hh I

synes egentlig at det her det er vigtigere.
think actually that this here this is important_COMP
actually think that this this is more important

(.

Eller ikke egentlig Det ER vigtigere.
Or not actually It IS important_COMP
Or not actually it IS more important

Det er vigtigere.
It is important_COMP
It is more important

Så derfor vil jeg sætte mig
So therefore will I set myself
So therefore I will sit down

og inden jeg laver planen
and before I make plan the
and before I make the plan
så vil jeg simpelthen lave risikoanalysen

then will I simply make risk analysis

then I will simple make the risk analysis

for jeg tror det er den vigtigste.
for I think that is the important SUP
because I think that is the most important

Coa: .hh Er det det første skridt [du ] skal gøre. .hh Is that the first step [you] must do. .hh Is that the first step you must take.

Cli: [Ja ] [Yes]

Coa: [Det er at ]lave risikoanalysen. [It is to ]do risk_analysis_the. [It is to ]do the risk analysis.

Cli: [Det er det] [That is it]

Cli: Ja det er det. Yes that is it.

Coa: "Ja" "Yes"

(3.0)

Coa: "lave (. ) risikoanalyse" "(coach is writing)"
"do ( .) risk_analysis" "do ( .) risk analysis"

Cli: Det lyder (. ) åndsvagt men jeg tror faktisk It sounds (. ) stupid but I think actually
It sounds (. ) stupid but I actually think

det vil hjælpe. it will help.

Coa: Nu er jeg jo sådan æ::h ret dum
Now am I ADV ADJ e::h pretty stupid
Now I am you know so e::h pretty stupid

med sådan noget [(s )]=
with such thing [(s )]=
regarding such a thing (s )=

Cli: [Ja ] [Yes]

Coa: >Kan du ik- Kan du ikke< prøve at forklare mig (.)
>Can you not- Can you not< try to explain me (.)
>Can you not- Can you not< try to explain to me (.)

[ (n:)] ø[:h
[ (n:)] e[:h

Cli: [.snff ((Sniff)) [Khr hm:

Coa: måske med nogle overskrifter eller noget på
maybe with some headlines or something on maybe with some headlines or something

1658 hvad er det egentlig du gør i aften.
what is it actually you do tonight.

1659 Cli: .h[hhh] Jeg sætter mig ø:h med et stykke papir .h[hhh] I sit myself u::h with a piece paper .h[hhh] I will sit down u::h with a piece of paper

1660 Coa: [( )]

1661 Coa: m

1662 Cli: og et skema >eller< jeg er næsten and a table >or< I am almost and a table >or< I probably

1663 nødt til at vise dig, need to toINF show you, need to show you,

1664 com: ((client reaches for her notebook on the floor))

1665 Coa: Okay
Okay

1666 Cli: Jeg sætter mig simplethen med æ- Jeg kan bedst I sit myself simply with e- I can best I will simply sit down with e- I am best

1667 når jeg arbejder i kasser, when I work in boxes, when I work with boxes,

1668 Coa: m

1669 Cli: jeg kender fra projektverdenen. I know from project_world_the. I know from the project world.

1671 (0.2)

1672 Com: ((Client draws on paper))

1673 Cli: .hh Så skriver jeg her risiko .hh Then write I here risk .hh Then I write here risk

1674 Coa: Ja ((coach looks at paper))

1675 (.)

1676 Cli: Og her der skriver jeg så æh konsekvens, And here there write I then eh consequence, And here there I then write eh consequence,

1677 Coa: Ja
Yes
1678 Cli: .hh Og her skriver jeg så sandsynlighed, .hh And here write I then probability, .hh And here I then write probability,

1679 Coa: ’Okay’

1680 Cli: Og så ganger jeg de to tal ud. And then multiply I those two numbers out. And then I multiply those two numbers.

1681 Coa: Ja.

1682 Cli: Og det er det jeg vil gøre først. And that is what I will do first.

1683 Og så- så laver jeg simplethen brainstorm And the- then make I simply brainstorm And the- then I simply brainstorm

1684 hvor jeg () råt for usødet skriver () where I () DK IDIOM write () where I () without further thinking write

1685 hvad der kan gå galt. what there can go wrong. what can go wrong.

1686 Coa: Ja


1688 Coa: m


1690 Coa: [Ja ]

1691 Coa: [Ja ]

1692 Cli: [.hh]hh så begynder jeg at kigge på dem og sige [.hh]hh then start I .to look at them and say [.hh]hh then I start to look at them and say

1693 hvor hvor hvor stor konsekvens how how how big consequence how how how big a consequence,

1694 vil det her og det [have, will this here and this [have, will this and this have

1695 Coa: [m

1696 (0.8)
1697 Cli: Så går jeg ind og siger
Then go I in and say
Then I will say
1698 men hvor sandsynligt er det det sker,
but how likely is it it happens,
but how likely is it that it happens,
1699 Coa: m
1700 Cli: med den ballast som jeg har
with the ballast which I have
with the ballast which I have
1701 i ryggen lige nu . hhsfft
in back the just now . hhsfft
in my packback just now . hhsfft
1702 Cli: Og så finder jeg et risikotal. =
And then find I a risk number. =
And then I find a risk number. =
1703 = Og så ser jeg hvad for en risiko
= And then see I what for a risk
= And then see I what risk
1704 der er størst.
which is greatest.
1705 (0.6)
1706 Coa: Okay.
Okay.
1707 Cli: Det kan je- Det ganger jeg jo simplethen ud.
That can I- That multiply I ADV simply out.
That can I- That I simply multiply you know.
1708 Coa: Okay
Okay
1709 Cli: Så kan jeg putte det ind i en matrix,
Then can I put it into in a matrix,
Then I can put it into a matrix,
1710 Coa: Ja
Yes
1711 Cli: Og så kan jeg se hvo hvad jeg vil gøre,
And then can I see wher what I will do,
And then I can see wher what I will do,
1712 . hhh og så kan jeg se at dem
.hhh and then can I see that those
1713 der har den højeste risikotal dem er jeg
which have the highest risk number those am I
which have the highest risk number those I
1714 nødt til at have . hhh både forebygge, (0.5)
need to toINF have . hhh both prevent, (0.5)
need to have . hhh both prevent, (0.5)
1715 Hvad kan jeg gøre for at det slet ikke loptræder
What can I do for that it not occurs
What can I do so that this does not at all occur

1716 Coa: [Ja ]
[Yes]
1717 Cli: [.hh]h Og hvis den så alligevel sker (0.4)
[.hh]h And if it then anyway happens (0.5)
[.hh]h And if it then happens anyway (0.5)
1718 hvordan vil jeg så forebygge det.
How will I then prevent it.
1719 Coa: Okay
Okay
1720 Cli: Eller hvordan vil jeg så
Or how will I then
Or how will I then
1721 Hvad vil jeg så gøre.
What will I then do.
What will I then do.
1722 Coa: Ja
Yes
1723 Cli: Og og og et eksempel på det kunne være at (0.4)
And and and an example on that could be that (0.4)
And and and an example of that could be that (0.4)
1724 Jamen æ:h .hhhh selv om jeg siger det her
Yes but e:h .hhhh even though I say this here
Well e:h .hhhh even though I say this
1725 så kommer jeg til en fest
then come I to a party
then I go to a party
1726 og jeg spiser en hel masse.
and I eat a whole lot.
and I eat a whole lot.
1727 Coa: Mh
1728 (0.5)
1729 Cli: Ø:hm sandsynligheden for at det sker
U:hm probability the for that this happens
U:hm the probability that this happens
1730 den er lidt stor=Konsekvensen er
it is little high=Consequence the is
it is somewhat high=The consequence is
1731 voldsom stor for[di ] det [be]tyder .hhh at
violently big be[cause] it [me]ans .hhh that
severe because it means .hhh that
1732 Coa: [m ]
[m ]
1733 Jeg så siger (0.4) nu dumpede jeg i igen.
I then say (0.4) now plumped I in again.
I then say (0.4) now I failed again.
com:  ((client opens her arms))

Coa:  m:::

Cli:  Så jeg kan selvfølgelig gøre noget
So I can of course do something

for at forebygge det.=
to toINF prevent it.=

[=At ] jeg spiser hjemme fra=
[=That] I eat home from=

[=That] I eat from home=

Coa:  [m ]

Coa:  =m

Cli:  At det vil jeg gøre.
That that will I do.
That I will do that.

Æ::h (1.2) >Hvad hedder det=< Jeg kan også sige
E::h (1.2) >What calls it=< I can also say

E::h (1.2) >What is it called< I can also say

at plan B det er at når jeg kommer op
that plan B that is that when I come up

næste dag og jeg har gjort (0.6) begået den synd
next day and I have done (0.6) committed that sin

Belønne eller straffe mig selv med et eller andet.
Reward or punish my self with one or other.

(1.2)

Cli:  Gøre et eller andet som (. ) fører mig
Do one or other which (. ) leads me

tilbage på rette spor.
back on right track. back on the right track.

1754 Coa: Okay
Okay

1755 Cli: For eksempel lave en ny risikoanaly[se ] el[ler]
For example do a new risk analy[sis ] o[r ]
For example do a new risk analysis or

1756 Coa: [Ja ] [Ja ]
[Yes] [Yes]

1757 Coa: [Okay]
Okay

1758 Cli: [.hh ] Skrive hundrede gange jeg må ikke bryde
[.hh ] Write hundred times I must not break
[.hh ] Write hundred times I must not break

I must not bre[ak ] I [must] not [bre]ak

1760 Coa: [Ja ] [Ja ] [Ja ]
[Yes] [Yes ] [Yes]

1761 Coa: Ja
Yes

1762 Cli: Et eller andet
One or other
Something

1763 Coa: Okay
Okay

1764 Cli: Som bryder vanen.
Which breaks habit_the.
Which breaks the habit.

1765 (1.0)

1766 Coa: Så første skridt det er risikoanalysen. (42.13)
So first step that is risk_analysis_the.
So first step that is the risk analysis.

1767 Cli: Det er risikoanalysen.
It is risk_analysis_the.
It is the risk analysis.

1768 Coa: Og det er realistisk at gøre den i aften?
And it is realistic to make it tonight?

1769 Cli: Ja
Yes

1770 Coa: Derhjemme [ved din søster
There_home [at your sister
Home at your sister=

1771 Cli: [fordi der er ikke nogen hjemme.
[because there is not anyone home.

1772 Coa: Der er ikke nogen hjemme?
There is not anybody home?

1773 Cli: Nej
No

1774 Coa: Okay
Okay

1775 Cli: De er ude at spille golf.
They are out to play golf.
They are out playing golf.

1776 Coa: Nu har du den heer øh risikoanalyse.
Now have you this here uh risk_analysis.
Now have you this uh risk analysis.

1777 (1.4)

1778 Cli: .hhh[hh HHH HHH] ((cough))

1779 Coa: [Hvad er så ] (.) Hvad er næste skridt?
What is then] (.) Hvad is next step?
[What is then] (.) Hvad is the next step?

1780 Coa: 'Hvad forestiller du dig
'What imagine yourself
'What do you imagine

der skal ske nu''
there must happen now''
must happen now''

1781 (3.0)

1782 Cli: Mm:: Næste skridt det er at jeg er ved at (1.2)
Mm:: Next step that is that I am ADV to (1.2)
Mm:: Next step that is that I am doing (1.2)

1783 Jeg kunne selvfølgelig godt sige at øh (0.2)
I could of_course well say that uh (0.2)
I could of course well say that uh (0.2)

1784 det begyndte nu.
It began now.

1785 (0.6)

1786 Cli: Men det synes jeg ikke er realistisk.
But that think I not is realistic.
But that I do not think is realistic.

1787 Jeg synes det er meget mere (.) realistisk for mig
I think it is much more (.) realistic for me

1788 Coa: m

1789 .hh at have min plan klar,
.hh to have my plan ready,

1790 Det hele skal planlægges inden jeg går i gang.
The whole must planPASS before I go in progress.
The whole must be planned before I begin.

1791 (1.2)
Okay. Er der mere der skal planlægges (0.2)
Okay. Is there more there must be planned (0.2)

end risikoanalysen,
than risk_analysis_the,

Yeah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

= får jeg jo plan-=og så skal jeg så
=get I ADV plan-=and then must I then
=I get you know plan-=and then must then

=Jeg tror faktisk at jeg vil måske tage
=I think actually that I will maybe take
=

[do that with my self simply.
[simply do that with myself.

[tage den med mig selv simplethen.

(take that with my self simply.

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

= får jeg jo plan-=og så skal jeg så
=get I ADV plan-=and then must I then
=I get you know plan-=and then must then

=Jeg tror faktisk at jeg vil måske tage
=I think actually that I will maybe take
=

[do that with my self simply.
[simply do that with myself.

[tage den med mig selv simplethen.

(take that with my self simply.

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

[hand gestures marking steps in ten year plan])

(0.7)

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

[hand gestures marking steps in ten year plan])

(0.7)

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

[hand gestures marking steps in ten year plan])

(0.7)

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

[hand gestures marking steps in ten year plan])

(0.7)

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

[hand gestures marking steps in ten year plan])

(0.7)

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

(Jah. Altså når jeg så har [gjort det så ]
Yeah. PRT when I then have [done that then]

Yeah. Well when I then have done that then

[hand gestures marking steps in ten year plan])

(0.7)
og hvad har jeg gjort.
and what have I done.

Okay. Så når du har risikoanalysen,
Okay. So when you have risk_analysis_the,
Okay. So when you have the risk analysis,

Ja=
Ja=

=ud af den kommer der en plan.=
=out of that comes there a plan.=
=out of that comes a plan.=

=Ja
=Yes

Når du har den plan (0.8)
When you have this plan (0.8)
When you have this plan (0.8)

[så vil du:: ]: (0.5)
[then will you:: ]: (0.5)
then you::: will (0.5)

[Then am I in progress]
Then I am moving

=Ø::h gennemgå tidslinjen.
=u:h through_go time_line_the.
=u:h go through the timeline.

=J[a
=Yes

[for dig selv,
 [for your self,
  for yourself,

Ja
Yes

((Coach is writing))

((Sniff))

((Coach is writing))

<Time_line_the>
The timeline

(jeg godt vil så have hjælp til,
I well would then have help to,
I would like then to have help to,
(0.8) ((Coach looking at watch))

1831

1832 Cli: Tidslinjen.
Time_line_the.
The timeline.

1833 Coa: ’Men hvorfor?’
’But why?’

1834 Cli: .hhhh [(til) ]
.hhhh [(to) ]

1835 Coa: [Øh skal] vi Skal vi vente (.) med
[Uh must] we Must we wait (.) with
[Uh must] we Must we wait (.) with

1836 Coa: tidslinjen, (0.4) indtil du har planen
time_line_the, (0.4) until you have plan_the
the timeline, (0.4) until you have the plan

1837 (0.9)

1838 Coa: Eller skal vi tage [tidslinjen nu? ]
Or must we take [time_line_the now? ]
Or must we take [the time line now? ]

1839 Cli: [Nej for jeg tror ]
[No because I think ]
[No because I think ]

1840 tidslinjen den giver planen.
time_line_the that gives plan_the.
the timeline that gives the plan.

1841 (1.0)

1842 Coa: Giver tidslinjen planen.
Gives time_line_the plan_the.
Does the timeline give the plan.

1843 Cli: Ja
Yes

1844 Coa: Jamen er det den vi skal tage nu så.
Yes but is it that we must take now then.
Well is it that we must do now then.

1845 (0.9)

1846 Cli: ((sniff))

1847 Coa: Eller skal den komme efter risikoanalysen.
Or must it come after risk_analysis_the.
Or must it be after the risk analysis.

1848 Cli: Den skal komme efter risikoanalysen.
It must come after risk_analysis_the.
It must come after the risk analysis.

1849 Coa: Det vil sige den tager vi i morgen.
That will say that take we tomorrow.
That means that we will do that tomorrow.
Ja hvis de - (.) Og det gør vi kun (.)
Yes if tha- (.) And that do we only (.)
Yes if tha- (.) And that we will only do (.)

hvis ikke det kommer til at gå ud over if not it comes to toINF go out over if it is not on the expense of

Jeg vil- har også brug for [at ] lave I will- have also need to [toINF] do I will- also need to do

en grundig session den anden vej rundt a thorough session the other way around

Nåja det er selvfølgelig omvendt Oh yes it is of_course opposite Oh yes it is of course the other way around

' i morgen. [Selv]følgelig ja.' 'tomorrow. [Of_ ]course yes.'

= Så så derfor ø::[:h ]
= So so therefore u::[:h ]

[Men] men der skal [But] but there must

[(gennem- ) ]
[(through- ) ]

[Og og jeg er ] ikke klar til [and and I am ] not ready to
and and I am not ready to

at lave den lige nu kan jeg mær[ke ] toINF do it just now can I sen[se ]
do it just now I sense


Det er [fint.] That is [fine.]

[Ja ] [Yes ]

Sådan skal det være.
So must that be.
That is how it must be.

1870 Cli: Ja
Yes

1871 Coa: Så det er tidslinjen.
So it is time_line_the.
So it is the timeline.

1872 Cli: Ja
Yes

1873 Coa: Den vil du prøve når du har den her plan.
That will you try when you have this here plan.
You will try that when you have this plan.

1874 Cli: Ja
Yes

1875 Coa: Ja. Hvad skal der ellers ske i:
Yes. What must there otherwise happen in:

1876 Cli: .snff ((sniff))

1877 (1.5) ((Client shakes her head))

1878 Coa: Og det er den der skal lave planen også.
And it is that which must make plan_the also.
 And it is that which must also make the plan.

1879 Coa: =>[>Var] det< sådan,
=>[>Was] it< so,

1880 Cli: =Ja ]
=Yes ]

1881 Cli: Ja det er den der laver planen.
Yes it is that which makes plan_the.
Yes it is that which generates the plan.

1882 [Fordi ] når jeg så har det, (0.2)
Because] when I then have that, (0.2)

1883 Coa: ['Okay']
['Okay']

1884 Cli: så beslutter jeg mig for
then decide I me for
then I decide

1885 hvad der er startdatoen.
what there is start_date_the.
what the start date is.

1886 (1.3) ((coach looks up from papers))

1887 Coa: [O;okay. Så kommer (.). tre.
[O; okay. Then comes (.). three.
[O;okay. Then comes (.). three.

1888 com: [((Coach looks down at papers again and begins to
1889 write))

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1890 Coa: Det er så startdatoen.
That is then start_date_the.
That is then the start date.

1891 Cli: Den bliver fastsat (0.4)
It becomes fixed (0.4)
It will be fixed (0.4)

1892 når jeg har gjort de to ting.
when I have done those two things.
when I have done those two things.

1893 Coa: Okay
Okay

1894 (2.8)

1895 Cli: Når jeg har lavet en risikoanalyse=
When I have done a risk_analysis=
When I have done a risk analysis

1896 .hhh og e- det vil sige at j-
.hhh and e- that will say that I-
.hhh and e- that means that I-

1897 jeg kaster mig ikke ud i det
I do not throw myself in it
I do not throw myself in it

1898 .hhh jeg bruger simpl- jeg overfører simplethen
.hhh I use simpl- I transfer simply
.hhh I use simpl- I simply transfer

1899 alt det jeg kan og ved så rigtig godt
all that I can and know so very well

1900 fra projektledelse .hh til det her projekt.
from project_management .hh to this here project.
from project management .hh to this project.

1901 Coa: Ja
Yes

1902 Cli: Hvor jeg ved det he:le handler om planlægning.
Where I know it a:ll concerned with planning.
Where I know it is a:ll about planning.

1903 (0.7)

1904 Cli: Fordi ellers så bliver
Because otherwise then becomes
Because otherwise casual.

1905 (0.6)

1906 gennemførselen for tilfældig.
excursion_the for casual.
the excursion then becomes too

1907 Cli: Og det jeg vil nu det er at have planlagt.
And what I will now it is to have planned.
And what I want to do now is to have it planned.

1908 (1.8) ((Coach is nodding))
1909 Cli: Og når jeg har planlagt .hh så kan jeg jo bare
And when I have planned .hh then can I ADV just
And when I have planned .hh then can just you know

1910 slag op og kigge efter
look up and look after
look it up and check

1911 (.)

1912 Cli: Hvad var det nu lige.
What was it now just.
What was it now.

1913 Coa: ’Okay’
’Okay’

1914 Cli: Så kan jeg jo se det om jeg er på planen
Then can I ADV see it whether I am on plan_the
Then can I see it you know whether I am on track

1915 eller bagud for planen eller
or behind for plan_the or
or behind the plan or

1916 Coa: Ja=
Yes=

1917 Cli: =hvad jeg er. Jeg har et måleredskab
=what I am. I have a measuring_tool
=what I am. I have a measuring tool

1918 hele vejen igennem.
all way the through.
all the way through.

1919 Coa: ’’a ‘’
’’es’’

1920 (1.1) ((coach nodds and looks in papers))

1921 Coa: Så: ø:h hvornår i:: aften er det
So e::h when to::night is it
So e::h when to::night is it

1922 du går i gang med den her ’risikoanalyse’
you go in with this here ’risk_analysis’
you begin this ’risk_analysis’

1923 Cli: Vi er færdige her klokken seks
We are done here clock_the six
We are done here at six o’clock

1924 så skal vi have en øl
then must we have a beer
then we will have a beer

.hh It becomes clock eight.
.hh It will be eight o’clock

1926 Coa: Ved ottetiden
By eight_time_the
Eightish

1927 Cli: Ja
Yes

1928 (1.4)

1929 Cli: Så sætter jeg mig lige
Then set me just
Then I will sit down

1930 og laver den der risikoanalyse.
and do that there risk_analysis.
and do that risk analysis

1931 Coa: ’Ja’
’Yes’

1932 (0.9)

1933 Cli: Og måske tidslinjen.
And maybe time_line_the
And maybe the timeline

1934 (0.8)

1935 Cli: Risikoanalyser laver jeg i hvert fald i aften
Risk_analyses_the make I in any case to night
The risk analysis I will make tonight in any case

1936 Coa: Hvordan vil jeg vide at æ:h (.)
How will I know that e:h (.)

1937 Cli: .mt .hh Jeg har den med i morgen.
.ml .hh I have it with in tomorrow
.ml .hh I have it with me tomorrow

1938 Coa: Du har den med i morgen.
You have it with in tomorrow.
You have it with me tomorrow.

1939 Cli: Jeg har den med i morgen så du kan se den.
I have it with in tomorrow so you can see it.
I have it with me tomorrow then you can see it

1940 Coa: ’Oka[y ]

1941 Cli: [.hJa.] Det har jeg.
[.hyes] That have I
[.hyes] I have

1942 (1.8) ((coach writes))

1943 Cli: .hh Og jeg ved også allerede nu [en lille ting
.ml And I know also already now [a little thing
.ml And I also know a little thing now

1944 com: [((client raises
1945 her right hand and points over her left shoulder))

1946 Cli: som både ham deromme >og mig vi sagde<
which both him back_there >and me we said<
which both him back there and me we said

151
1947 .hhh at den først juni næste år
 .hhh that the first June next year
 .hhh that the first of June next year

1948 der mødes vi to simplethen.
 there meet we two simply
 there the two of us will simply have to meet

1949 (0.5)

1950 Coa: haha;ha::

1951 Cli: Det gør vi=
 That do we=
 We will do that

1952 Coa: =Vi to hvem er det.
 =We two who is that.
 =the two of us who is that.

1953 Cli: Det er dig og mig.
 That is you and me.

1954 Coa: Yes:
 Yes:

1955 Cli: Ja. Det gør vi. Vi mødes simplethen
 Yes. That do we. We meet simply
 Yes. We will do that. We simply have to meet

1956 den første juni n .hh så du kan se det.
 the first June n .hh so you can see it.
 the first of June n .hh so you can see it.

1957 (0.8)

1958 Coa: Okay
 Okay

1959 Cli: Og det er .hhh[h og je- ]
 And that is .hhh[h and I- ]

1960 Coa: Hvordan fejrer vi det?
 How celebrate we that?
 How do we celebrate

1961 Hvordan fejrer vi det?
 How celebrate we that?
 How do we celebrate that?

1962 Cli: Det fejrer vi ved a:t en grillaften
 That celebrate we by that a barbecue
 That we will celebrate with a barbecue

1963 eller hvad det nu er og du kommer med din kone
 or what it now is and you come with your wife
 or whatever and you will come with your wife

1964 og så finder vi ud- Og du skal ned
 and then find we ud- And you must down
 and then we will find out- And you must come down

1965 at se hvordan jeg bor og .hhh de omgivelser
to see how I live and .hhh the surroundings
and see how I live and .hhh the surroundings

1966
jeg er i s: Da:: første juni
I am in s: Then:: first June
I am in s: Then the first of June

1967
der skal du simplethen ned til os.
there must you simply down to us.
you simply have to come and visit us.

1968
(2.0)

1969 com: ((During silence coach puts his pen down and reaches over, shakes hand with client))

That do we.
That we will do.

1971 Cli: Ja. Det er simplethen nødvendigt=
Yes. That is simply necessary=
Yes. That is simply a must

1972 Coa: =Første juni=
=First June=
=First of June=

1973 Cli: =Ja=
=Yes=

1974 Coa: =totusind˚og[te˚]
=two_thosand_and_eight
=two thousand and eight

1975 Cli: [Ja ]
[Yes]

1976 (1.2)

1977 Cli: Det er sådan lidt et [(.)] et anker der.
That is like that little a [(.)] an anchor there.

1978 com: [((Client points into middle distance with pen))]

1979 Cli: [Ja ]
[Yes]

1980 Coa: Det det Det vil jeg (.). Det vil jeg
That that That will I (.). That will I
That that That I will (.). That I will

1981 glæde mig til. Det vil simplethen
joy me to. That will simply
look forward to. That will simply

1982 være beviset på at det er nået.
be the proof that it is reached.
be the proof that it is reached.

1983 Coa: Ja.
Yes.
1986 (.)

1987 Coa: Men hvordan vil du så. h[hhh ]h ø:h
But how will you then .h[hhh ]h ø:h
But then how will you know .h[hhh ]h ø:h

1988 Cli: [.fnt] ((Sniff))

That will I of_course very gladly be with to
Of course I would very much like to be a part of
that

1990 Coa: [Jeg] vil meget gerne fejre det,=
[I ] will very gladly celebrate it,=
[I ] would very much like to celebrate it=

1991 Cli: [Ja ]
[Yes]

1992 Cli: =J[a
=Yes

1993 Coa: [sammen med dig.
[together with you.
[with you.

1994 Coa: Men hvordan vil du vide når du står der
But how will you know when you stand there

1995 første juni totusindogotte.
first June two_thousand_and_eight
the first of June two thousand and eight

1996 .hh at det her har du gjort for dig selv?
.hh that this here have you done for yourself?
.hh that you have done this for yourself?

1997 Cli: (.hhh[h)

1998 Coa: [Det har du ikke gjort
[It have you not done
[You have not done it

1999 fordi du skal mødes med mig.=
because you must meet with me.=
because you are going to meet me.=

=No. Yes but that am I ADV not in doubt about.
=No. Well that I am not the least in doubt about.

2001 (0.6)

2002 Cli: Altså ø::[h
PRT e::[h
Well e::h

2003 Coa: [Okay
[Okay

2004 Cli: Je- jeg vil selvfølgelig gerne gøre det
I- I will of_course gladly do it
I will of course gladly do it
fordi d- jeg slipper for at tænke på
because d- I rid of toINF think on
because d- I do not have to think of

hvad andre tænker om mig.
what others think about me.
what others think about me.

Det er e- Det ER en af bevæggrundende [også].
That is on- That IS one of reasons_the [also].
That is on- That IS one of the reasons also

Men æ:h >je- jeg vil< i den grad
But e:h >I- I will< in that degree
But e:h >I- I will< to such an extend

have brug for (.) at jubel det ud til verden.=
have need to (.) toINF shout it out to world_the.=
need to (.) shout it out to the world.=

=Og den eneste der har vidst
=Og the only who have known
=And the only one who has known

hvor meget det her betød for mig det er dig.
how much this here meant to me that is you.
how much this has meant to me

Men æ:h >je- jeg vil< i den grad
But e:h >I- I will< in that degree
But e:h >I- I will< to such an extend

have brug for (.) at jubel det ud til verden.=
have need to (.) toINF shout it out to world_the.=
need to (.) shout it out to the world.=

=Og den eneste der har vidst
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Men æ:h >je- jeg vil< i den grad
But e:h >I- I will< in that degree
But e:h >I- I will< to such an extend

have brug for (.) at jubel det ud til verden.=
have need to (.) toINF shout it out to world_the.=
need to (.) shout it out to the world.=

=Og den eneste der har vidst
=Og the only who have known
=And the only one who has known

hvor meget det her betød for mig det er dig.
how much this here meant to me that is you.
how much this has meant to me

Men æ:h >je- jeg vil< i den grad
But e:h >I- I will< in that degree
But e:h >I- I will< to such an extend

have brug for (.) at jubel det ud til verden.=
have need to (.) toINF shout it out to world_the.=
need to (.) shout it out to the world.=

=Og den eneste der har vidst
=Og the only who have known
=And the only one who has known

hvor meget det her betød for mig det er dig.
how much this here meant to me that is you.
how much this has meant to me

Men æ:h >je- jeg vil< i den grad
But e:h >I- I will< in that degree
But e:h >I- I will< to such an extend

have brug for (.) at jubel det ud til verden.=
have need to (.) toINF shout it out to world_the.=
need to (.) shout it out to the world.=

=Og den eneste der har vidst
=Og the only who have known
=And the only one who has known

hvor meget det her betød for mig det er dig.
how much this here meant to me that is you.
how much this has meant to me

Men æ:h >je- jeg vil< i den grad
But e:h >I- I will< in that degree
But e:h >I- I will< to such an extend

have brug for (.) at jubel det ud til verden.=
have need to (.) toINF shout it out to world_the.=
need to (.) shout it out to the world.=

=Og den eneste der har vidst
=Og the only who have known
=And the only one who has known

hvor meget det her betød for mig det er dig.
how much this here meant to me that is you.
how much this has meant to me

Men æ:h >je- jeg vil< i den grad
But e:h >I- I will< in that degree
But e:h >I- I will< to such an extend

have brug for (.) at jubel det ud til verden.=
have need to (.) toINF shout it out to world_the.=
need to (.) shout it out to the world.=

=Og den eneste der har vidst
=Og the only who have known
=And the only one who has known

hvor meget det her betød for mig det er dig.
how much this here meant to me that is you.
how much this has meant to me
that I go- I would like to lose weight.

2023 [og ] jeg har sagt det mange gang men .hhh men så [and] I have said it many times but .hhh but then

2024 Coa: [m ]

2025 Cli: har de tænkt hvorfor gør hun det så ikke. have they thought why does she it then not. they have thought why does she not do it then.

2026 Coa: Ja Yes

2027 (0.7)

2028 Cli: Altså et eller andet sted kan jeg godt se dem. PRT one or other place can I well see them. Well somehow I can see them

2029 (0.5)

2030 Cli: Tanken deromme [Ja ]men (.) herregud (.) Thought_the there_back [Yes]but (..) lord_god (..) The thought back there Well (..) my god (.)

2031 Coa: [Ja ] [Yes]

2032 Cli: hvorfor gør hun det så ikke= why does she is then not= why does she not do it then

2033 Coa: =˚Ja ja˚ =˚Yes yes˚

2034 Cli: Så den eneste der ved hva- hvad den lille djævel So the only that knows wha- what that little devil Sp the only one who knows wha- what that little devil

2035 har betydet det er dig= has meant that is you= has meant that is you

2036 Coa: =˚Ja˚= =˚Yes˚=

2037 Cli: =Så derfor er du nødt til at være der. =So therefore are you needing to toINF be there. =so therefore you have to be there

2038 (0.6)

2039 com: ((looks at client and smiles))

2040 Coa: Det er jeg stolt af.= That am I proud of.= I am proud of that.

2041 Cli: =m

2042 Coa: Må jeg sige. Must I say
I must say.

2043 Cli: Ja
Yes

2044 Coa: Så det glæder jeg mig [rig]tig meget til.
So that joys me [real]ly very to
So I am really looking forward to that

2045 Cli: [Ja ]
[Yes]

2046 (2.4)

2047 Coa: Ja
Yes

2048 (1.8)

2049 Coa: .mt >Er der< Er der mere vi mangler nu
*.mt >Are there< Is there more we miss now
*.mt >Are there< Is there more we need now

2050 for at ’æ:::h’ for at du kan komme videre,
for that ’e:::h’ for that you can come further,
in order ’e:::h’ in order for you to move on

2051 Cli: Nej. Jeg føler mig helt afslappet lige nu.
No. I feel me whole wild relaxed right now.
No. I feel extremely relaxed right now

2052 Cli: Altså=
PRT
Well

2053 Coa: =Gør du det?
=Do you that?
You do?

2054 Cli: Ja. Jeg føler mig helt vildt
Yes I feel me completely wild
Yes I feel extremely

2055 æh (. ) fortrøstningsfuld.
eh (. ) hopeful/assured.
eh (. ) assured.

2056 Coa: ¨'Okay¨'

2057 Cli: Altså
PRT
Well

2058 (. )

2059 Cli: Ja
Yes

2060 (0.5)

2061 Cli: Altså
PRT
Well
Appendix B

2062 (0.8)

2063 Cli: Det skal sgu nok gå. Altså=
It must God damn enough go. PRT
It gonna work out all right, God damn. Well

2064 Coa: =Er der flere ressourcer som du jo
=Are there more resources which you you know
Are there more resources which you, you know

2065 erfaringsmæssig æh måske har prøvet .hh ikke lige experience_wise eh maybe have tried .hh not just in experience eh maybe have tried .hh not just

2066 i forhold til at tabe dig men så i forhold in relation to toINF lose you but then in relation
in relation to losing weight but then in relation

2067 til andre mål som du er sikker på to other goals which you are sure on to other goals which you are certain

2068 du også skal have med her. you also must have with here. you must also use here.

2069 (1.5)

2070 Cli: E- Je- Jeg synes i den grad E- I- I think in that degree

2071 det her det er mit projekt. this here this is my project.

2072 Coa: Det er dit projekt. This is your project.

2073 Cli: Ja= Yes=

2074 Coa: =Okay

2075 Cli: Så jeg vil ikke trække på andre. So I will not draw on others. So I will not draw on other peoples’ help

2076 Cli: Jeg [kan]
I [can]

2077 Coa: [Nej] NEJ men derfor kan der [No ] NO but therefore can there [No ] NO but therefore there can

2078 jo godt være noget i [dig] selv ADV good be something in [you] self you know be something within yourself

2079 Cli: [Ja ] [Yes]

2080 Cli: i mig selv som (er [brugt]) in my self which (is [used ]) within myself which is used
Appendix B

2081 Coa: [(Så) der er altså nogle] [(So) there are some] [(So) there are in fact some]

2082ressourser i dig selv (. ) æ:h som du også resources in yourself (. ) e:h which you also resources within you (. ) e:h which you also

2083skal huske at have med. = must remember to have with. = must remember use. =

2084 Cli: =Ja =Yes

2085(2.0)

2086 Coa: Udover planen. Altså planen siger du Apart plan_the. PRT plan_the say you Apart from the plan. That is you say the plan

2087 giver en [god base]= gives a [god base] gives a good foundation

2088 Cli: [Kh krn ]

2089 Cli: =Ja =Yes

2090 Coa: Ø:h den giver startdato o:g alt det der U:h it gives start_date a:nd all that there U:h it gives start date a:nd all that

2091(0.3)

2092 Cli: Den giver mulighed for at følge fuldstændig= It gives possibility to toINF follow completely= It gives possibility to follow completely=

2093 Coa: =Ja. Den giver =Yes. It gives =Yes. It gives

2094 Cli: [mulighed for at følge fuldstændig] possibility to follow completely

2095 [Og ( ) hvor den ] er= [And ( ) where it ] is=

2096 Coa: =Ja =Ja

2097(1.4)

2098 Coa: Så er det okay eller er der noget andet So it is okay or is there something else So it is okay or is there something else

2099i dig selv som du også skal huske in you self which you also must remember inside you which you also just must remember
Appendix B

li:ge at have med.
ju:st to have with.
to use.

(7.6)

Cli: *Ji Ne:j ikke andet end at jeg skal huske
*Yi No: not else than that I must remember
*Yi No: nothing else than that I must remember

at glæde mig over ‘e undervejs.
to joy myself over (it) en route.
to enjoy it as I go along.

Men det er jeg slet ikke i tvivl om
But that am I not in doubt about
But that I am not at all in doubt

at jeg gør.=
that I do.=
that I will do.=

Coa: =Okay hvordan vil du glæde dig
=Okay how will you enjoy yourself
=Okay how will you enjoy

over det, (.) undervejs.
about it, (.) en_route.
it (.) as you go along.

Coa: Jamen altså: æ:h
Yes_but FRT e:h
Well that is: e:h

Coa: Hvordan kan du fejre
How can you celebrate

med dig selv i aften [((tick))]
with yourself tonight [((tick))]

com: [((Coach slams his pen on
his notepad))]

når du har lavet den her risikoanalyse,
when you have made this here risk_analysis,
when you have made this risk analysis,

og du er klar til at aflevere den til mig=
and you are ready to give it to me=
and you are ready to give it to me=

Cli: =Tage en stor kage hhhhhHE
=Take a big cake hhhhhHE

£Nej det passer jo ikke£ ha .hhhh Jamen
£No that fits ADV not£ ha .hhhh Yes_but
£No that is not true ha .hhhh Well

Coa: Jamen hvorfor ikke det,
Yes_but why not that,

hvis det er det du har lyst til,=
if that is what you have inclination to,=
if that is what you want to,=

2120 Cli: =Nej fordi det vil jeg ikke have.
=No because it will I not have.
=No because I do not want that.

2121 Fordi det vil jeg have det rig- Så vil jeg
Because it will I have it real- Then will I
Because I will have it real- Then I will

2122 føle at:: Altså det er ikke- Det skal ikke være
feel that:: FRT it is not- It must not be
feel that::Well it is not- It must not be

2123 det der med at så starter jeg først
that there with that then begin I
like that that then I firt begin

2124 derhenn- Det er startet nu.
first ther- It is begun now.
ther- It has begun now.

2125 Coa: Okay=
Okay=

2126 Cli: Selvom planen først
Even_though plan_the first
Even though the plan first

2127 går i gang (.) den dag.
goes in progress (.) that day.
begins (.) that day.

2128 Coa: Okay.
Okay.

2129 Cli: Så er det selvfølgelig ikke det
Then is it_of_course not that
Then it is of_course not that

2130 jeg går hjem at gøre.
I go home to do.
I will go home to do.

2131 Cli: .hhh Jeg vil simplethen ø::h phøhh (1.0) Jamen
.hhh I will simply u::h phuhh (1.0) Yes_but
.hhh I simply want to u::h phuhh (1.0) Well

2132 hvad vil jeg. Jeg vil simplethen bare .hhh sætte mig
what will I. I will simply just .hhh sit me
what do I want. I will simply just .hhh sit down

2133 og lave ingen!ting.
and do nothing.

2134 (0.2)

2135 Coa: Du vil sætte dig og lave ingenting [( )
You will sit you and do nothing [( )
You will sit down and do nothing

2136 Cli: [Ja
Appendix B

2137 Cli: Jeg vil sætte mig og tænde for fjernsynet
I will sit me and turn on TV
I will sit down and turn on the TV

2138 og være ligeglad med om det er noget pis
and be indifferent with whether it is some shit
and not care whether it is some shit

2139 der er i fjernsynet. >Jeg skal ba<=
there is in television. >I must ju<=
there is in TV. >I must ju<=

2140 =Eller hvis solen skinner så sætter jeg mig ud
=Or if sun shines then sit I me out
=Or if the sun shines then I will sit out

2141 på terassen med et glas rødvin.
on terrace_the with a glas red_wine.
on the terrace with a glas of red wine.

2142 Coa: ’Ja. Okay.’
’Yes. Okay.’

2143 Cli: Jeg vil simplethen
I will simply

2144 Coa: Hvordan kan du ø:h (0.8)
How can you u:h (0.8)
How can you then know

2145 at du nu glæder dig over at du
that you now joy yourself over that you
that you now are happy about that you

2146 har nået det første skridt (in den her plan)
have reached the first step (in this here plan)
have reached the first step (in this plan)

2147 (0.6)

2148 Coa: Hvis du sidder og ser fjernsyn
If you sit and watch TV
If you watch TV

2149 eller du sidder ude på terassen,
or you sit out on terrace_the,
or you sit on terrace_the,

2150 Cli: J:amen ø::h .snff (1.0) (unk) ved simplethen bare
Y:es but u::h .snff (1.0) (unk) by simply just

2151 at lade mig s:: og g- gøre noget som jeg er
to let me s:: and d- do something which I am
letting me s:: and d- do something which I do not

2152 ligeglad hvad andre tænker om.
indifferent what others think about.
care what others think about.

2153 Coa: Okay
Okay
Og så simplethen bare .hh hvis det er det
And then simply just .hh if it is that
And then simply just .hh if it is what

jeg har lyst til så er det det
I have inclination to then is that what
I want to do then that is what

jeg har lyst til og så gør jeg det.
I have inclination to and then do I it.
I want to do and then I do it.

(.

Hvis [(min ( ) ikke)]
If [my ( ) not ]

Kan kan du sådan] stille dig ud (.)
[Can can you so ] place yourself out (.)

Forestille dig (0.2) at du sidder
Picture yourself (0.2) that you sit
Picture (0.2) that you are sitting

derhjemme på terassen.
there_home on terrace_the.
there on the terrace.

=Ja
=Yes

eller foran fjernsynet hvad nu du vælger
or in_front TV_the what now you choose
or in front of the TV what now you choose

af de to ting.
of the two things.

(0.2)

Kan du så trække dig ud og stille dig
Can you then pull yourself out and place yourself
Can you pull yourself out then and place yourself

hen sådan på siden af og se dig selv
at ADV on side_the of and see your self
at like that on side and see yourself

sidde der (.). ude på terassen (.). eller se sit there (.). out on terrace_the (.). or see sitting there (.).on the terrace (.). or see

dig selv sidde der i en sofa eller hvad du nu gør=
your self sit there in a sofa or what you nw do=
yourself sitting there in a sofa or whatever you do=

=Ja
=Yes

og se fjernsyn.
And watch television.

(0.8)
Appendix B

2173  Cli: Det kan jeg godt ja.
That can I well yes.
I can do that yes.

2174  Coa: Prøv så at beskrive det.
Try then to describe it.

2175  (0.8)

2176  Coa: Udefra at kigge ind på Hannesofie
Out_from to look in on Hannesofie
From the outside to look at Hannesofie

2177  og så sige (.) hvordan kan jeg se
and then say (.) how can I see

2178  at hun er tilfreds (.) og at hun har nået
that she is satisfied (.) and that she has reached
that she is satisfied (.) and that she has done

2179  hendes øh risikoanalyse.
her uh risk_analysis.
her uh risk analysis.

2180  (0.4)

2181  Og er klar til at aflevere den til Jes.
And is ready to toINF hand it to Jes.
And is ready to hand it to Jes.

2182  com: ((Jes is the name of coach))

2184  Cli: Jamen hun sidder simplethen bare
Yes but she sits simply just
Well she is simply just sitting

2185  og ser lettet ud.
and looks relieved out.
looking relieved.

2186  Altså hun sidder simplethen bare
PRT she sits simply just
That is she is simply just sitting

2187  og ser [afslappet ud.
and looks [relaxed out.
and looking relaxed.

2188  com: [((Client lifts her hands and lets them
fall on har note in her lap at ‘ud’))

2190  Coa: Okay
Okay

2191  Cli: Farer ikke rundt og laver alt muligt.=
Rushes not around and do all kinds.=
Not rushing around doing all kinds of things.=

2192  =; Sidder bare lige så stille og afslappet?
=;Sits just ADV so quiet and relaxed?
=Is just sitting quietly and relaxed?

2193  (0.4)
Coa: Okay

Cli: Skal ikke nå noget.
Must not reach anything.
Must not do anything.

(0.5)

Cli: [Har ] nået det (.) hun skulle i dag.
[Has] reached what (.) she should today.
[Has] done what (.) she should today.

Coa: [Okay]
[Okay]

Cli: [Har ] nået det (.) hun skulle i dag.
[Has] reached what (.) she should today.
[Has] done what (.) she should today.

Coa (    )

Cli: Det er simplethen [ 
That is simply

com: [Client stretches out her arm

Coa: Så hvad er forskellen (.) øh på nu
So what is difference the (.) uh on now
So what is the difference (.) uh between now

og så det du har set tidligere?
and then what you have seen earlier?

(0.5)

Coa: Hvis du (sådan [siddet ) ]
If you (ADV [sitting ) ]
If you (like that [sitting ) ]

Cli: [Det er at jeg har ] måske nok
[That is that I have] maybe well
That is that I might have been

siddet der men jeg har siddet der
sat there but I have sat there
sitting there but I have been sitting there

med dårlig samvittighed.
with bad conscience.
with a guilty conscience.

(1.0)

Coa: !Okay
!Okay

Cli: Fordi der var et eller andet.
Because there was one or other.
Because there was something.

Coa: Så der er ro på nu?
So there is peace on now?
So there is peace now?

Cli: Ja fordi nu har jeg lovet mig selv
Yes because now have I promised my self
Yes because now I have promised myself

**2214** Cli: at det var det eneste jeg behøvede at gøre i dag.
that it was the only I needed to do today.
that it was the only thing I needed to do today.

**2215** Coa: Ja
Yes

**2216** (1.0)

**2217** Cli: Og jeg vil ikke (.). Jeg har lovet
And I will not (.). I have promised
And I will not (.). I have promised

**2218** at smide alt andet væk
to throw all other away
to throw everything else away

**2219** [så] jeg ikke skal sidde med dårlig samvittighed=
[so] I not must sit with bad conscience=
[so] I will not have a guilty conscience=

**2220** Coa: [Ja ]
[Yes]

**2221** Cli: =Og jeg kunne jo også og alt det [der. ]
=And I could also and all that [there.]
=And I should also and all that stuff you know.

**2222** Coa: [m   ]

**2223** (0.7)

**2224** Cli: ((sniff))

**2225** Coa: [Så: når du står og kigger hen på hende
[So: when you stand and look at on her
[So: when you are standing there looking at her

**2226** com: [((Coach looking and pointing to the imaginary
2227** client))

**2228** og siger (.). nu har hun ikke dårlige samvittighed
and say (.). now has she not guilty conscience
saying (.). now she has not got a guilty conscience

**2229** hun har den her ro=hun skal ikke
she has this here peace= she must not
she has this peace= she does not have to

**2230** Coa: nå noget (.). hvem er hun så?
reach anything (.). who is she then?
do anything, (.). who is she then?

**2231** (.)

**2232** Coa: [Hva- hvad kan du se på hende?
[Wha- what can you see on her?

**2233** com: [((coach turns his head look at client))

**2234** (.)

---

166
(2.5)

Cli: Jøn: ø::h
Yes but: u::h
Well: u::h

(1.0)

Cli: .mt

(1.8)

Cli: Jøn: hun er jo mig altså, .hhh
Yes but she is ADV me PRT, .hhh
Well she is you know me that is, .hhh

Coa: Hun er dig?
She is you?

Cli: Ja som som sidder og †glæder sig
Yes who who sits and †joys herself
Yes who who is †happy

og næsten ikke kan vente til første juni næste år.
and almost not can wait to first June next year.
and almost cannot wait for the first of June next year.

Coa: O(h)†kay
O(h)†kay

Cli: Altså
PRT
Well

(1.5)

Cli: Kan næsten ikke †vente lpå at få lavet
Can almost not †wait lon to get done
Can almost not †wait lto get
den der plan fordi æ:h jeg kommer jo ikke
that there plan because e:h I come ADV not
that plan done because e:h I will not

in gang=Jeg har jo sagt at jeg ikke går
i progress=I have ADV said that I not go
start you know=I have said you know that I will not

in gang før planen er færdig=
in progress before plan the is done=
begin before the plan is done=

Coa: =Ja
=Yes

(0.4)

Cli: Og hvis ikke den ikke er færdig
And if not it not is finished
And if not it is not finished
kan jeg ikke komme i gang og jeg kan
can I not come in progress and I can
I cannot begin and I can

næsten ikke vente med at komme i gang.
almost not wait with to come in progress.
hardly wait to begin.

Coa: Okay

Cli: Ergo må jeg (. ) se at komme i gang
Ergo must I (. ) see to come in progress
Ergo I must (. ) get working

med at få lavet den der plan.
with to get done that there plan
getting that there plan done

(0.8)

Coa: Så [hvornår ]
So [when ]

Cli: [Jeg vil sige] det er
[I will say] that is
den en [este risiko i aften ] det er at jeg kunne
the on[ly risk this evening] that is that I could

Coa: [Så hvornår er det ]
[So when is that ]

Cli: finde på at fortsætte med at lave planen
think of to-INF continue with to make plan_the
think of continuing making the plan

også.=At jeg slet ikke kan lade være.
also.=That I ADV not can let be.
also.=That I cannot help myself.

(0.5)

Cli: [Det er] en risiko men det synes jeg er en
[That is] a risk but it think I is a
[That is] a risk but I think it is a

Coa: [Og og]
[And and]

positiv risiko
positive risk

Coa: [Og hvad ville der ske ved det.
[And what would there happen by that.
[And what would happen by that.

>Exactly not.< It is a positive risk.

Det ville da kun være
It would PRT only be
It would only be

at [så er jeg foran planen. ]
that [then am I ahead plan_the.]
that I then am ahead of the plan right.

Coa: [Hvis du nu vælger at ]
[If you now choose to ]

fejre det *he::r så du- Så det
celebrate this *he::re so you- So it

er [(0.3) i gåseøjne kun risikoanalysen
is [(0.3) in quotation_marks only risk_analysis_the
is (0.3) in quotation marks only the risk analysis

com: [((coach makes quotation marks with hands))]

Coa: der er kommet ud af det,
which is come out of it,
which has come out of it,

Cli: Ja
Yes

Coa: Hvornår vil planen så:: ø:h
When will plan_the then:: u:h
When will plan_the then:: u:h

(0.3)

Cli: Hvornår vil planen så være færdig.
When will plan_the then be finish.
When will the plan be finished then.

(0.5)

Cli: Krm hh khm:

(4.1)

Cli: Årh::: .snfft ((Sniff))

(2.4)

Cli: Ja:: det ville nok være lidt smart
Yes:: it would enough be little smart
Yes: it would probably be a little smart

hvis jeg fik startet på den
if I got started on it
if I got started with it

med det samme o’ fordi.sfft((sniff))
with the same a’ because .sfft
instantly a’ because .sfft

(5.8)

Cli: Nej det bliver en frygtelig weekend jeg ser frem til
No it becomes a terrible weekend I look forward to
No it will be a terrible weekend I look forward to

Coa: Okay
Og når jeg faktisk skal på arbejde
And when I must actually on work
And when I must actually work
på anden pinsedag (så det er (  ))
on second pentecost_day (so that is (  ))
on the day after pentecost (so that is (  ))

Det er selvfølgelig en træls måde (at være bund-)
That is of course an akward way (to be boun-)
That is of course an akward way (to be boun-)
men jeg tror jeg er nødt til og de-
but I think I am needing to and de-

at den skal være .hhh Planen skal være kl-
that it must be .hhh Plan_the must be rea-

Planen skal være klar ikke til pinse hvad
Plan_the must be ready not at Pentecost what
hedder det nu den den weekenden efter Pinsen.
calls it now that that weekend after Pentecost.
is it called now that that weekend after Pentecost

I den weekend skal den blive færdig.
In that weenend must it be done.
By that weenend it must be done.

Weekenden efter Pinsen.
The weekend after Pentecost
Ja
Yes

Okay

(hh Den skal gøres færdig æ:h
.hh It must doPASS finish e:h
 hh It must be finished e:h
søndagen efter Pinsen om formiddagen.
the Sunday the after Pentecost in morning_the
Coa: (   )

Cli: [.sfft M’s min mand er til fodbold]
[.sfft W’le my husband is to football
[.sfft W’le my husband is at football

Coa: [(   )]

()  

Coa: [.sfft M’s min mand er til fodbold]
[.sfft W’le my husband is to football
[.sfft W’le my husband is at football

Coa: [Hvem holder han med. ]
[Who supports he with. ]
[Who is he supporting.

(0.3)

Coa: Hvem holder han med,
Who supports he with,
Who is he supporting,

Cli: Han spiller foldbold.=
He plays football.=

Coa: =Nå han spi(h)ller fodbhh.
=Oh he pl(h)ays footbhh.

(1.1)

Coa: Søndag efter pinsen?
Sunday after Pentecost?

Cli: Ja=
Yes=

Coa: =og det skulle være om formiddagen=
=and that should be in morning_the=
=and that should be the morning=

Cli: =Ja. Der laver jeg planen.
=Yes. There make I plan_the.
=Yes. There I will make the plan.

(0.8)

Cli: Hvis ikke jeg har gjort det inden
If not I have done it before
If I have not done it before

så laver jeg den der.
then make I it there.
then I will make it at that time.

(4.2) ((coach is writing))

Cli: Men som sagt det kan være jeg ikke kan vente.
But as said it can be I not can wait.
But as I said it could be I cannot wait.

(1.5) ((coach nods))

171
Det kunne godt gå hen, =
It could well go to toINF happen, =

=og sådan nogle ting de må godt komme ind.
=and such some things they can well come in.
=and such things they may gladly come in.

(0.8)

Det betyder [ba:re at (.) [pla]nen
It means [just

Com: [((Client streches her right arm out to
her right side and indicate 'moving forward' by
moving her hand forward in intervals in front of
her)])

Coa: [Ja ]
[Yes]

Coa: Ja
Yes

Cli: [kan komme i gang. ]
[can come in progress.]
[can get started. ]

Coa: [Hvor lang tid ] Hvor lang tid vil det
[How long time ] How long time will it
[How long How long will it

tage dig at lave den [(tror du )]
take you to do it [(think you )]
take you to do it [(do you think )]

Cli: [Det vil nok ] tage sådan
[It will probably] take such

en formiddag.
a morning.

Coa: En formiddag
A morning

Cli: Jeg vil simplethen sætte mig og
I will simply set myself and

Det skal tages seriøst det her.
It must take_PASS seriously this here.
It must be taken seriously this thing.

"Okay"
"Okay"

Coa: En formiddag
A morning

Cli: Jeg vil simplethen sætte mig og
I will simply set myself and

Det skal tages seriøst det her.
It must take_PASS seriously this here.
It must be taken seriously this thing.

"Okay"
"Okay"

Coa: En formiddag
A morning

Cli: Jeg vil simplethen sætte mig og
I will simply set myself and

Det skal tages seriøst det her.
It must take_PASS seriously this here.
It must be taken seriously this thing.

"Okay"
"Okay"

Coa: En formiddag
A morning

Cli: Jeg vil simplethen sætte mig og
I will simply set myself and

Det skal tages seriøst det her.
It must take_PASS seriously this here.
It must be taken seriously this thing.
Appendix B

2357 Cli: Det skal ligge på computeren så jeg kan finde det. It must lie in computer_the so I can find it. It must be on the computer so I can find it.

2358 (0.6)

2359 Cli: [Ellers ] så kan jeg ikke finde det. [Otherwise] so can I not find it. [Otherwise] I cannot not find it.

2360 Coa: [{ ( ) }]

2361 (0.6)

2362 Cli: Ting bliver væk for mig. Things becomes lost to me. I lose things.

2363 (0.8) ((coach nods))

2364 Cli: [Så ]

2365 com: [((Client shrugs (her shoulder)))]

2366 Coa: Hvor- [hvordan vil du vi]de Ho- [how will you know

2367 Cli: [Når det ligger der] [When it lies there]

2368 Coa: at du er tilfreds med din plan, that you are satisfied with your plan,

2369 (0.5)

2370 Coa: *ø::h når du er færdig med [planen. ] *u::h when you are done with [plan_the.]

2371 Cli: [.hhh ]Khrkhm

2372 Coa: Sådan at du kan stille dig op og sige ADV that you can stand yourself up and say So that you can stand yourself up and say

2373 jeg er tilfreds med den her, I am satisfied with this here,

2374 Den her den bærer mig i mål. This here it carries me in goal. This here it carries me to the finish line.

2375 Coa: Fordi du har jo hele tiden sagt Because you have ADV whole time the said Because you have you know said the whole time that

2376 at planen er det værktøj that plan_the is the tool

2377 der bærer dig i mål. that carries you in goal.
that carries you across the finish line.

(0.7) ((Client nodding))

2378 Coa: Hvordan vil du vide at den her plan

2379 How will you know that this here plan

2380 den er god nok til at kan bære (1.2)

2381 it is good enough to toINF can carry (1.2)

2382 Cli: [Ø::h ] Det ved jeg

2383 [U::h ] That know I

2384 simpelthen når jeg kan se at den står

2385 simply when I can see that it stands

2386 med nogle milepæle og nogle .hh Altså hvor jeg

2387 with some milestones and some .hh PRT where I

2388 har lavet mine: livslinjer og hvor jeg så

2389 have made my: life_lines and where I then

2390 flagdage undervejs:

2391 flag_days during:

2392 milestone days as I go along

(0.9)

2393 Cli: Så: [ø:h ] Når jeg k- Når jeg h- (. ) være indes

2394 [u:h ] When I c- When I h- (. ) been in=

2395 Coa: [Okay]

2396 [Okay]

2397 Cli: =at lave den og lavet min plan og kan se

2398 =to do that and done my plan and can see

2399 .hhh at der står at jeg skal fejre noget

2400 .hhh that it says that I must celebrate something
den og den og den dato så ø::h (0.5)
that and that and that date then u::h (0.5)
that and that and that date then u::h (0.5)

så er den færdig.
then is it done.
then it is done.

(0.4)

Coa: "Okay"
"Okay".

(0.2)

Cli: Den er ikke endelig.
It is not final.

Coa: Nej=
No=

Cli: =Det er en projektplan ikke.
=It is a project plan not.
=A project plan is not.

Coa: Nej
No

Cli: Den er dynamisk.
It is dynamic.

Coa: Ja.
Yes.

Cli: Men den er klar til at blive forholdt sig til
But it is ready to be related to.
But it is ready to be related to.

sådan jeg hele tiden kan se
ADV I whole time the can see
so that I always can see

.hhh at hvis jeg kommer bag ud her
.hhh that if I come behind out here
.hhh that if I am behind here

så er jeg nødt til at indhente det der.
then am I needing to catch up it there.
then I have to catch up there.

Coa: Ja
Yes

(1.1)

Cli: Og det er det der gør den realistisk.
And that is what there makes it realistic.
And that is what makes it realistic.

Coa: Ja
Yes

(1.1)
Appendix B

2415 Cli: I stedet for at sige  Instead of toINF say
Instead of saying

2416 at jeg overhovedet ikke må tage på  that I not may gain on
that I not at all can gain weight

2417 i løbet af det år [som ] vi nu snakker om. during that year [which] we now talk about.

2418 Coa: [Ja ]
[Yes ]

2419 Coa: Okay
Okay

2420 (0.7)

2421 Cli: Den er realistisk fordi der er (.)<plads til>(1.0)  It is realistic because there is (.)<room for> (1.0)

2422 ø:h det skal ikke være asketisk det her.  u:h it must not be ascetic this here.  

2423 Cli: [Jeg] Jeg skal ikke ud at være fanatiker.  
[I ] I must not out to be fanatic.  
[I ] I am not about to become a fanatic.

2424 Coa: [Nej]  
[No ]

2425 Coa: Nej  
No

2426 Cli: Det er derfor jeg også tager  That is therefore I also take
That is why I also will take

2427 et helt år om det nu.  a whole year about it now.  
a whole year to do it now.

2428 Coa: Ja  
Yes

2429 Cli: I stedet for de der hurtige tre måneder  Instead of those there quick three months
Instead of those three quick months

2430 inden man skal i bikinien næste gang  before one must in bikini_the next time
before you have to wear the bikini next time

2431 (0.9) ((coach nods))

2432 Coa: .hh (1.3) Er det her i overensstemmelse .hh (1.3) Is this here in accordance .hh (1.3) Is this in accordance

2433 med den du er?  
with who you are?
with who you are?
Cli: 

[((sniff))

Cli: Ja det er det=
Yes it is that=
Yes it is=

Coa: =[Er det virkelig det du brænder for.
=Is it really what you burn for.
=Is it really what you are on fire for.

com: []((coach moving his right hand towards his chest, places it on his heart as he say ‘virkelig’))

Cli: Ja [det er ]
Yes [it is ]

Coa: [Eller er] Eller er det her
[Or is] Or is this here
[Or is] Or is this

et af de eksempler (0.4) Et mere ikke one of those examples (0.4) One more right one of those examples (0.4) One more right

for du har siddet her før ikke?
because you have sat here before right?
because you have been here before right?

Nu er jeg lidt grov ved dig
Now am I little hard on you
Now I am a little hard on you

men det synes jeg [også] go[dt jeg kan være ]
but that think I [also] we[ll I can be ]
but that I also think that I can be

Cli: [Ja ] [Ja de:t f:: ja ]
[Yes ] [Yes that f:: yes]

(0.2)

Cli: .sft .sft ((sniff))

Coa: Du har siddet her før,
You have sat here before,
You have been here before,

Cli: Ja
Yes

Coa: Sidste gang var de:t jeg skal ud i:: (.)
Last time was i:: t I must out in:: (.)
Last time it was I must be outside in:: (.)

Cli: Ja
Yes

Coa: tyve minutter,
twenty minutes,

Cli: Ja
Yes

177
178

Coa: Og du var overbevist med dig selv om
And you were convinced with you self about
And you were convinced

at det skal jeg nok komme=
that that must I ADV come=
that that will I surely do=

Cli: =Ja=
=Yes=

Coa: =og alt det der.=Du startede fint ud (0.2)
=and all that there.=You set fine out (0.2)
=and all that.=You sat out fine(0.2)

men der skete ikke rigtig noget.
but there happend not really aanything.
but nothing really happend.

Cli: Nej
No

(0.6)

Coa: Hvad er- Hvad gør forskellen ˚he˚= 
What is- What makes difference the ˚her˚=
What is- What makes the difference ˚her˚=

=Hvad er forskellen på den her (og så den )
=What is difference the on this here (and then that)
=What is the difference between this (and then that)

(2.1)

Cli: .mt .hhh Ja en af forskellene er jo
 mt .hhh Yes one of differences the is AVD
 .mt .hhh Yes one of the differences is you know

at du fik mig der ud hvor du fik mig ud.
that you got me there out where you got me out.
that you got out there where you got me out.

Coa: Okay
Okay

(0.2)

Cli: .hhh Og en af forskellene er også
 .hhh And one of differnces the is also
 .hhh And one of the differnces is also

at det med at få luft hver dag
that with to get air every day
that that with getting outside every day

det er sådan noget jeg godt ved
that is ADV something I well know
that is such a thing I well know

med min fornuft er nødvendigt.
with my reason is necessary.

(1.5) ((coach nods))
Appendix B

PRT [would] be good. =
That is would be good. =

2474 Coa: [Ja ]
[Yes ]

2475 Coa: =Ja
=Yes
(0.9)

2476 Cli: Og man kan også sige jeg kan også
And one can also say I can also
And you can also say I can also

2477 med min fornuft sige mig at det gælder om
with my reason tell myself that it depends upon
with my reason tell myself that is important

2478 ikke at veje for meget.
not to weigh too much.
not to weigh too much.

2479 Cli: Men det her det er noget jeg <virkelig> har
But this here this is something I <really> have
But this here this is something I <really>

2480 lyst til at gøre for mig selv.
want to toINF do for myself.
want to do for myself.

2481 Coa: '˚Okay˚'.
'˚Okay˚'.

2482 Cli: Fordi jeg ved jeg vil have det (.) så godt.
Because I know I would have it (.) so well.
Because I know I would feel (.) so good.

2483 Coa: ( )
(0.5)

2484 Cli: Og det er ikke ud fra.
And it is not from.
And it is not out of.

2485 Jeg vil ikke have (.) de der puttet i hovedet
I will not have (.) those there put in head те
I will not have (.) those put in my head

2486 om at .hhh Jamen når folk har
concerning that .hhh but when people have
that .hhh Well when people have

2487 tabt sig så tror de alle deres problemer
lost weight then think they all their problems
lost weight then they think that all their problems

2488 er løst Det ved jeg (.) UDMÆRKet godt
are solved That know I (. ) ADV well
are solved I know that (. ) VERY well

2489 Jam- Jeg har ikke ret mange problemer [.hhh
Yes_b- I have not quite many problems [.hhh
Yes we- I have not very many problems .hhh

2492 Coa: [m

2493 Cli: men- (0.5) Det ved jeg udmerket godt.
but- (0.5) That know I ADV well.
but- (0.5) I know that very well.

2494 Det er ikke for mig en flugt,
It is not for me a flight,
For me it is not because I am running away,

2495 Altså at der i [virkeligheden]
PRT that there in [reality ]
That is that there in reality

2496 Coa: [Nej. Okay. ]
[No. Okay. ]

2497 Det er noget andet.
It is something else.
It is something else.

2498 Coa: (m )

2499 Cli: Det er virkeligt noget dybt dybtliggen-
It is really something deep deep-root-
It is really something deep deep-root-

2500 Det har ligget i mig [fra jeg var (.)
It has lain in me [from I was (.)
It has been in me from when I was (.)

2501 com: [((client raises her right
2502 looks to her left and takes the arm down))

2503 Coa: Okay
Okay

2504 Cli: .snff barn.
.snff child.
.snff a child.

2505 Coa: O[kay ]
O[kay ]

2506 Cli: [Når ] jeg ser børnebilleder af mig selv
[When] I see children pictures of myself
[When] I see pictures of myself as a child

2507 så kan jeg godt ser at jeg er ikke for tyk
then can I well see that I am not too fat
then I can well see that I am not too fat

2508 men jeg <kan kun> [hus]ke mig selv som for tyk.
but I <can only> [ re]member myself as too fat.
but I <can only> remember myself as being too fat.

2509 Coa: [m ]

2510 Coa: Okay
Okay
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2511 (0.6)

2512 Cli: Uanset hvor meget jeg ser et billede så
Regardless how much I see a picture then

2513 siger jeg det må have været [i fjorten dage (.)
say it must have been [in fourteen days (.]
say it must have been fourteen days (.)

2514 com: ((client hold out her hand with her thumb and
indexfinger stretched referring to the short distance
between them as indicating a short span of time))

2517 Cli: hvor jeg ikke var det.=
where I not was it.=
where I wasn’t.=

2518 Coa: =m

2519 (0.9)

2520 Cli: Så derfor .hhh er det noget
So therefore .hhh is it something
So therefore .hhh it is something

2521 jeg har båret rundt [på] (.). <altid.>
I have carried around [on] (.). <always.>
I have carried around (.). <always.>

2522 Coa: [m ]

2523 (2.0) ((Coach nods)

2524 Coa: Har du brug for hjælp i den her situation.=
Have you need for help in this here situation.=
Do you need help in this here situation.=

2525 =Ikke til at kontrollere dig ((Click))
=Not to toINF control you
=Not to control you

2526 men men hjælp til a:t ø:h holde ø:h
but but help to t:oINF u:h hold u:h

2527 [hol]de dig på planen på vejen [*eller ]
[ ke]ep you on plan the on road the [*or ]
[ ke]ep you on the plan on the road [*or ]

2528 Cli: [Ja ] [Ø:h jeg er li-]
[Yes] [U:h I am li-]
[Yes] U:h I am a li-

2529 Jeg ville kunne få det.
I would could get it.
I will be able to get it.

2530 Coa: Du ville kunne få det
You would could get it.
You will be able to get it.

2531 Cli: Ja. .hh Je- je- jeg ved det ikke på forhånd=
Yes. .hh I- I- I know it not on beforehand=
Yes. .hh I- I- I do not know it beforehand=
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2532 Coa: =Nej
     =No

2533 Cli: Hvis jeg kan begynde at at mærke
        If I can start to to feel
        If I start to to feel

2534 djævelen får horn igen
     the devil gets horn again
     the devil gets back his horns

2535 Coa: m

2536 (0.5)

2537 Cli: i stedet for at blive siddende deroppe .hhh så
        instead of to be sitting there_up .hhh then
        instead of being sitting up there .hhh then

2538 ville jeg godt kunne få behov for at få hjælp ja.
     would I well could get need to toINF get help yes.
     I could well need to get help yes.

2539 Coa: Okay
     Okay

2540 (1.1)

2541 Coa: Har du <behov for> (0.3) at få hjælp (0.8)
        Have you <need to> (0.3) toINF get help (0.8)
        Do you need to (0.3) get help (0.8)

2542 til den fase hvor planen ligger færdig?
     to that phase where plan the lies finished?
     to that phase where the plan is finished?

2543 Cli: ’Aj
        ’Ope

2544 Coa: Det har du ikke.
        That have you not.
        That you have not.

2545 Cli: Nej
        No

2546 Coa: [Den kommer af sig selv. ]
        [It comes of itself. ]
        It will happen spontaneously.

2547 Cli: [Det er når den går i gang. ]
        [It is when it goes in progress.]
        It is when it begins.

2548 Coa: Den kommer af sig selv.
        It comes of itself.
        It will happen spontaneously.

2549 Cli: Ja.
        Yes

2550 Cli: Det er når den går i gang.
        It is when it goes in progress.
        It is when it begins.
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2551 (0.9)
2552 Cli: Ikke i tvivl om hvordan jeg skal lave plan-
Not in doubt about how I must do plan-
2553 Det er dejligt nemt:.
That is wonderfully easy:.
2554 Coa: Okay
Okay
2555 Cli: Det er et nemt ufarligt mål.
That is a easy un_dangerous target.
That is a easy non-dangerous target.
2556 (0.3) ((Coach nods))
2557 Cli: [At lave] planen.
[To do ] plan_the.
[To do ] the plan.
2558 (1.2) ((Coach nodding))
2559 Cli: Det er det andet (0.6) [der er ] (0.6)
It is that other (0.6) [there is] (0.6)
It is that other (0.6) where there is (0.6)
2560 Coa: [(m ) ]
2561 meget på spil ved.
much at stake by.
2562 (1.0)
2563 Cli: Der er rigtigt meget på spil.
There is very much at stake.
2564 (1.2)
2565 Cli: Det er altså ikke bare sådan alts-
It is not just ADJ PRT=
It is in fact not just that this that i-
2566 =Okay det lykkes ikke så prøver jeg bare igen.
=Okay it succeeds not then try I just again.
=Okay it did not succeed then I will just again.
2567 Der er rigtig meget på spil.
There is very much at stake.
2568 (0.9)
2569 Cli: Jeg er lige ved at sige det her
I am just about to say this here
I am nearly saying that this
2570 det er sidste gang jeg gider at prøve det.
it is last time I bother to try it.
it is the last time I will bother to try it.
2571 (0.7)
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2572 Coa: Så på en skala fra: et til ti
So on a scale from: one to ten

2573 hvor motiveret er du (nu) [( ) ]
how motivated are you (now)

2574 Cli: [Jamen ] der
[Yes but] there

2575 er jeg (. ) tolv (h) altså=
am I (. ) twelwe (h) PRT=
I am (. ) twelwe (h) that is=

2576 Coa: =Du er tolv.
=Du are twelwe.

2577 Cli: J[a
Y[es

2578 Coa: [Stadigvæk,
[still,

2579 Cli: Ja det er jeg.
Yes that am I.
Yes that I am.

2580 (1.4)

(2.4)

2582 Coa: Okay
Okay

2584 Cli: Jeg vil simplethen bare.
I will simply just.
I simply just want to.

2585 (1.4)

2588 Coa: [M: ]

2587 Cli: [Ø:h] Fra det øjeblik de får at vide
[U:h] From the moment they get to know
[U:h] From the moment they are told

de er gravide ser de kun barnevogne.
they are pregnant see thet only prams.
they are pregnant they only see prams.

2589 Coa: mm:=

2590 Cli: =Sådan ha- P- Prøv at forestille dig et liv
=ADV ha- T- Try to imagine yourself a life
=So ha- T- Try to imagine yourself a life

2591 [ .hh ] hvor ethvert menneske jeg betragter
[ .hh ] where every person I watch

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[hh] where every person I watch

2592 Coa: [m ]

2593 Cli: kigger jeg på hvad de vejer.  
look I at what they weigh  
I look at what they weigh.

2594 Coa: m

2595 Cli: Alle mennesker.  
All people.

2596 Coa: m

2597 (1.3)

2598 Cli: Altid.  
Always.

2599 Coa: M::

2600 Cli: Min første indtryk er (0.3) [{(snap)}]  
My first impression is

2601 Com: [{(Client moves her right hand up and down showing measuring people)}]

2602 Cli: hvor stor eller lille er vedkommende.  
how big or small is the person in question  
how big or small is the person in question

2603 (.)

2604 Cli: Også begynder vi at kigge  
And then begin we to look  
And then we will begin to look

2605 efter alt muligt andet.=  
for all kinds different.=  
for other things.=

2606 Coa: =Will det sige [at ] uh  
=Does that mean that uh

2607 Cli: [((sniff))]

2608 Coa: et yderligere resultat af at nå det her mål  
an additional result of to reach this here goal  
an additional result of reaching this here goal

2609 det er at du behøver [ikke] at betragte  
that is that you need [not ] to look  
that is that you do not need to look

2610 Cli: [krm ]

2611 Coa: alle andre mennesker i forhold til deres vægt,  
all other people in relation to their weight,  
at other people in relation to their weight,

2612 Cli: [JA ]

[Yes]
Cli: JA
    YES

Coa: Ok(h)ay.
    Ok(h)ay.

(1.7)

Cli: Jeg vil være så (ful-/fut-) I will be so (com-/ ) I will be so com-
Jeg [ved at jeg ikke (f)] I [know that I not (f) ] I know that I do not n

Coa: [Så det her det ] [So this here it ] So this it

fører meget mere med sig end: [æ:h] leads much more with itself than: [e:h] leads to much more than: e:h

Cli: [JA ] [YES]

(0.8)

Cli: Det er ikke bare et spørgsmål It is not just a question It is not just a question

om .hhh at tabe sig. about .hhh to lose yourself. about .hhh losing weight.

og jeg *v: øh og og det er det blevet endnu mindre And I *w: uh and and that is it become even less And I *w: uh and and that it has become even less

fordi jeg synes .hh ((sniff)) at med .hhh Altså because I think .hh ((sniff)) that with .hhh PRT because I think .hh ((sniff)) that with .hhh Well

hvor jeg før bare ville være slank where I earlier just wanted be slim where I earlier just wanted to be slim

fordi jeg ville være attraktiv because I want be attractive because I wanted to be attractive

(0.3)

Coa: hm

Cli: så vil jeg være slank then will I be slim then I want to be slim

fordi jeg vil have det godth.
because I will have it wellh.
because I want to be wellh.

2633 Coa: Okay
Okay

2634 Cli: Jeg gi:der ikke det her.
I bo:ther not this here.
I do not want this.

2635 Coa: ( )

2636 Cli: Jeg gider ikke hver (0.2) <gang jeg tænker> (0.2)
I bo:ther not every (0.2) <time I think> (0.2)
I do not want this every (0.2) <time I think> (0.2)

rør mig (0.8) tager et stykke mad,
move myself (0.8) take a piece food,
move (0.8) take some food,

2638 com: ((client let her hands fall heavily in lab))

2639 Coa: Hm hm

2640 Cli: HHHhhhh

2641 (1.0)

2642 Cli: "'( )" [GID]er ikke
''( )" [BOT]her not
''( )" Do not WANT

2643 Coa: [Hm ]

2644 (2.0)

2645 Coa: [Og du er klar du er klar ]
[And you are ready you are ready]

2646 Cli: [at være en slave af det her ]
[to be a slave of this here ]
to be a slave of this

2647 (.)

2648 Cli: Vil ikke være slave af det mere=
Will not be slave of it anymore=
Do not want to be a slave of it anymore=

2649 Coa: =Men du er også klar til at tage kampen
=But you are also ready to toINF take fight_the
=But you are also ready to take the fight

2650 hver [ene]ste gang [hver ] eneste dag
ev every [sin]gle time [every] single day
every[.] every [week] whole year_the round=
every[.] every [week] the entire year=

2651 Cli: [Ja ] [Ja ]
[Yes] [Yes ]

2652 Coa: [hver ] (.) [uge ] hele året rundt=
[every] (. ) [week] whole year_the round=
[every] (.) [week] the entire year=

2653 Cli: [Ja ] [Ja ]
[Yes ] [Yes ]

2654 Cli: =Ja=
=Yes=

2655 Coa: =i
=i

2656 (0.5) ((coach looks in paper))

2657 Cli: Resten af mit liv.
Rest_the of my life.
The rest of my life.

2658 Coa: [(Okay resten af dit liv)]
[(Okay rest_the of your life)]
[(Okay the rest of your life)]

2659 Cli: [.mt .hhh men foreløbig ]
[.mt .hhh but for_now ]
[.mt .hhh but for now ]

2660 Cli: indtil første [juni
until first [June
until the first of June

2661 Coa: [Ja [fore]løbig [ind]til=
[Yes [for_now [ un]til=
[Yes for now until=

2662 Cli: [Ja ] [Ja ]
[Yes ] [Yes]

2663 Coa: =første juni totusindogotte
=first June two_thousand_and_eight
=the first of June two thousand and eight

2664 Cli: Fordi så er jeg sikker på
Because then am i sure on
Because then I am sure

2665 at når jeg er kommet dertil
that when I am come there_to
that when I have reached that point

2666 .snff ((sniff)) at så ø:h er det piece of cake
 .snff ((sniff)) that then u:h is it piece of cake
 .snff ((sniff)) that then u:h it is piece of cake

2667 at holde det.
to keep it.

2668 (.)

2669 Coa: (Ja) Okay
(Yes) Okay

2670 (2.8)

2671 Cli: Altså det ik-
PRT it no-
That is i:t no-

2672 (0.5) ((client shakes her head))
Så::   .hh har vejen     dertil
The::n .hh has road_the there_to
The::n .hh the road to there has

simplethen været for lang.
simply been too long.
simply been too long.

(1.2) ((coach nods))

Cogi:: de andre gange der   har jeg sagt
Because the other times there have I  said
Because the other times I have said

sådan noget     med  tre   måneder
such  something with three months
something like three months

[og ] det kunne jeg også  fint
[and] that could I  also fine
[and] I could also do that easily

måneder at   så   trænger man til
months that then needs  one to
months months you know that then you need

noget kompensation.
some compensation.
some compensation.

Men så  har  man jo haft det så dårligt i tre
But then has one ADV had  it so awful  in three
But you have been so awful in three

måneder at   så   trænger man til
months that then needs  one to
months months you know that then you need

Ikke lige   med det  samme
Not  just   with that instance
Not right away

[når ] der   er gået et stykke tid,
[when] there is gone a  piece  time,
[when] some time as gone,

[m ]

[m ]

[m ]

[m ]

[m ]

[m ]

Arh nu er det i hvert fald  fortjent.
Arh now is it at any  case  deserved.
Arh now it is at least  deserved.

(0.7)

Så så det  vil jeg ikke den her   gang.
So so that will I  not  this here time.
So so that I won't do this time.

Har du  behov for at   snakke om
Have you need to talk about
Do you need to talk about

2693 [(0.5) de her risiko [som du skal ]
[(0.5) these here risks [which you must]
(0.5) these risks

2694 com: [((Coach looks in papers))]

2695 Cli: [((sniff)) ]

2696 Coa: bruge til din risikoanalyse [eller ] skal vi:
use for your risk_analysis [or ] should we:
use for your risk analysis or should we:

2697 Cli: [Khrkrm]

2698 Coa: ø:::h Vil du selv stille dem op.
u:::h Will you yourself line them up.
u:::h Do you want to line them up yourself.

2699 Cli: Jeg vil gerne udfordres på dem.
I will gladly challenge on them.
I would like to be challenged on them.

2700 Coa: Du vil gerne udfordres [på dem. ]
You will gladly challenge [on them.]
You would like to be challenged [on them.]

2701 Cli: [Ja. ] Jeg vil
[Yes. ] I will
[Yes. ] I would

gerne udfordres på dem.
gladly challenge on them.
like to be challenged on them.

2702 Coa: Så [s
So [s

2703 Cli: [Med hvor realistiske de er og om
[On how realistic they are and whether

2704 Coa: J[a
Y[es

2705 Cli: [.hhh ø:::h (.) hvorfor de nu er så sandsynlige
[.hhh u:::h (.) why they now is so probable

2706 2707 Hvorfor jeg vurderer dem
Why I consider them
Why I consider them

2707 2708 til den sandsynligheds[grad ]
to that probability_[degree]
to have that degree of probability

2708 Coa: [hm ]

2709 Cli: Om jeg nu har fået dem alle sammen med.
Whether I now have got them all together with.
Whether I now have got all of them.

2710 =Jeg kunne godt ø:h=

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=I could well u:h=

2712 Coa: =Er det noget vi gør nu?
=Is that something we do now?

2713 Cli: .hh[hh nej for jeg] skal først have den lavet jo.
.hh[hh no cause I ] must first have it done ADV.
.hh[hh no cause I ] must first have it done you
know.

2714 Coa: [Eller er det ]
[Or is that ]

2715 Cli: [Det det kunne godt være ]den næste session=
[It it could well be ]the next session=

2716 Coa: [Du skal først have den lavet]
[You must first have it made ]

2717 Cli: =når jeg har prøvet at [køre på det]
=when I have tried to [go on it ]
=when I have tried to [go for it ]

2718 Coa: [Ja: ja ]
[Yes: yes ]

2719 Cli: Altså simpelthen når vi mødes til juni.
PRT simply when we meet in June.
That is when we meet in June.

2720 Coa: Ja, Okay.
Yes, Okay.

2721 Cli: Der vil egen- Der vil jeg meget gerne
There will real- There will I very gladly
There will real- There I would really like to

2722 have en opfølgning på det her.
have a follow_up on this here.
have a follow up on this.

2723 Coa: Så ju*ni:: opfølgning på risikoanalysen.
So Ju*ne:: follow_up on risk_analysis_the.
So Ju*ne:: follow_up on the risk analysis.

2724 (0.2)

2725 Cli: Ja
Yes

2726 (1.0) ((coach writing))

2727 Coa: Planen også måske?
Plan_the also maybe?
The plan also maybe?

2728 Cli: Ja. Simplethen at vi tage den
Yes. Simply that we take it
Yes. That we simply take it

2729 o:g kører den igennem.
a:nd run it through.
a:nd run through it.

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2730  (1.5) ((coach writing))

2731  Cli: [At ] jeg simplthen ø::h samtidig med=
          [That] I simply e::h same_time with
          Simply that I at the same time

2732  Coa [ ( ) ]

2733  Cli: at jeg fortæller dig om den
          that I tell you about it
          that I tell you about it

2734  så overbeviser jeg mig selv.
          then convince myself
          then I convince myself

2735  (5.0) ((Coach writes and mumbles))

2736  Coa: Er det det vi gør?
          Is that it we do?
          Is that what we do?

2737  Cli: Ja
          Yes

2738  (0.8)

2739  Cli: Det er det.
          That is it.
          That it is

2740  (1.5)

2741  Coa: Hvordan var det? ((smiling))
          How was that?

2742  (0.8)

2743  Cli: Det var vildt:
          It was crazy:

2744  (1.2) ((Coach silently laughing))

2745  Cli: Det var vildt:
          It was crazy:

2746  (2.1)

2747  Cli: Fuldstændig.
          Completely.

2748  (0.8)

2749  Cli: Jeg kan ikke [(.) holde ud
          I can not [(.) stand out
          I cannot (. ) stand

2750  com: [((client points towards camera)]

2751  Cli: at den er på haha .hhhhh Videoen, men sådan
          that it is on haha.hhhhh==Camera_the but ADJ
          that it is on haha.hhhhh==The camera but that is
Appendix B

er det jo. hh[h ((sniff))] is it ADV hh[h ((sniff))] how it is you know hh[h ((sniff))]

2753 Coa:
[Nå ja ] [Oh yes ] [Ah well ]

2754 Havde du tænkt på den var der? Had you thought about it was there? Had you thought about it being there?

2755 Cli: E::h lige i starten og så glemte jeg det E::h just in beginning the and then forgot I it E::h just in the beginning and then I forgot it igen=Og så kom jeg i tanke om det nu again=And then came I in though about it now again=And I remembered it now

2756 Coa: Ja=
Yes=

2758 Cli: =hvor du spørger for nu kommer jeg ligesom =where you ask for now come I kind_of =that you ask because now I kind of ud af den igen. out of it again. snap out of it again.

2759 Coa: [Ja ] [Yes]

2761 Cli: [El ]lers så har jeg ikke nej. [Ot ]herewise then have I not no. [Ot ]herewise I then have not no.

2762 Ænd ((01.00.25))
Appendix C: Transcription Symbols and Abbreviations

The transscripts reads as follows:

1. Person talking: Danish
   English word-to-word translation/glossing
   English translation

Where the two translations are identical, only one is presented. The transcription symbols used in the transcripts are developed by Gail Jefferson (for full account see Atkinson and Heritage 1984:xii–xvi and Schegloff 2007:265–269).

( ) marks a pause less than 0.2 seconds.
(1.2) marks a measured pause in seconds.
= latched speech, a single continuous utterance with no pause or break, either by same speaker or by different speakers.
. punctuation marks falling intonation.
, comma marks continuing intonation.
? question mark marks rising intonation.
.hhh inhalation.
hhh exhalation.
word square brackets mark beginning and end of overlap.
word underlining marks emphasized part of word.
word: colons mark prolongation of sound.
WORD written in CAPITALS marks loud voice.
° degree signs mark low or silent voice.
wor- hyphen after word means it is cut-off.
£ pound sign marks a smiling voice.
*word* asterisk marks a creaky voice.
| up and down arrows mark sharp intonation rises and falls, respectively
>word< the ‘greater than’ sign followed by the ‘less than’ sign marks compressed or rushed talk.
<word> the ‘less than’ sign followed by the ‘greater than’ sign marks slow or drawn out talk.
double parentheses mark comments rather than actual talk.

single parentheses mark uncertainty in what is transcribed.

Glossing symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV</td>
<td>Adverb(^{16})</td>
</tr>
<tr>
<td>COMP</td>
<td>Comparative</td>
</tr>
<tr>
<td>GEN</td>
<td>Genitive</td>
</tr>
<tr>
<td>INF</td>
<td>Infinitive</td>
</tr>
<tr>
<td>PASS</td>
<td>Passive</td>
</tr>
<tr>
<td>PRT</td>
<td>Particle</td>
</tr>
</tbody>
</table>

\(^{16}\) Some adverbs in Danish display epistemic or evidential aspects of the statement where they are used, and it is often not possible to find appropriate translations for them. In the glossing they are marked as ADV and they are translated where possible. (See also Heinemann 2009.)
References


http://dictionary.oed.com/cgi/entry/50042272


